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The social and educational problems of underserved children and youth have become more apparent during the past decades in the United States. The youth development field has emerged as one of the most promising responses to challenges that underserved youth faces on a daily basis. Among physical activity curricular models used in the youth development field, the Teaching Personal and Social Responsibility (TPSR) model has been widely incorporated in many underserved youth community and school physical education programs around the United States and the world (Hellison, 2011). Project Effort is an extended day program that uses the TPSR model as a framework. Literature has shown that TPSR programs and Project Effort have had a positive impact on the life of the participants. However, TPSR and Project Effort studies, like many youth sport development research, do not provide an understanding on how programs have influenced the lives of former participants. Therefore, the purpose of this study was to investigate what TPSR values and life skills former participants' have acquired in Project Effort and through other sources, and how they have guided their lives. A multiple-case design was implemented to understand this phenomenon. The findings showed that former participants considered that most of the TPSR life skills and two TPSR values (i.e. respect, helping others) were really important to their lives. Participants reported that they learned the TPSR value of helping others and leadership in Project Effort. Also they mentioned that they acquired the TPSR life skills of being reflective,

teamwork, and goal setting in Project Effort. The TPSR value of helping others, and the TPSR life skill of being reflective acquired in Project Effort were most useful to the participants. Participants learned the TPSR life skill of self-direction and the TPSR values of respect and caring.

DESCRIPTIVE STUDY OF TPSR VALUES AND LIFE SKILLS ACQUIRED IN  
PROJECT EFFORT AND THROUGH OTHER SOURCES AND HOW THEY  
HAVE GUIDED FORMER PARTICIPANTS' LIVES

by

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## **CHAPTER I**

### **INTRODUCTION**

Recently, there has been a renewed interest by educators and other service professionals in developing programs that focus on working with underserved children (Bloomberg, Ganey, Alba, Quintero, & Alvarez, 2003; Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2004; Hellison et al., 2000; Lerner, 2006; McLaughlin, 2000; Menestrel & Perkins, 2007). The youth development field has emerged as one of the most promising responses to challenges that underserved youth face on a daily basis. During the last decades, in an attempt to meet youths' needs and challenges more effectively, the field of youth development has gradually shifted from a deficit-based model or medical model to an asset-based model (Benson, 1997; Benson, Scales, Hamilton, & Sesma, 2006; Hamilton & Hamilton, 2004; Hellison et al., 2000; Martinek & Hellison, 2009). Instead of viewing kids and youth as problems to fix, the asset-based model builds on youngsters' strengths rather than their weaknesses. It also provides a holistic approach for kids and allows them to be empowered. The asset-based model combined with youth development principles such as understanding how context and environment influence youth lives, developmental levels, supportive relationships, and sense of purpose has served as the foundation for many youth development programs during the last decade (Hamilton & Hamilton, 2004; Hellison et al., 2000).

The field of youth development has viewed sport and physical activity as a vehicle for fostering youth development principles among youngsters during the past decade (Cote, Strachan, & Frazer-Thomas, 2008; Hellison et al., 2000; Martinek & Hellison, 2009; Menestrel & Perkins, 2007). Sport and physical activity programs have been widely accepted approaches to reach out to underserved youth (Hartmann, 2003). Research on sport participation has demonstrated the potential for development across different domains including physical, health, psychological, academic, and social (Cote et al., 2008; Menestrel & Perkins, 2007; Theokas, 2009).

Many physical activity models have been created and implemented in after-school programs. Fitness, skill development, and multi-activity models are among the models that focus more on increasing youth physical fitness, motor development, and sport skills (Curtner-Smith, Todorovich, McCaughtry, & Lacon, 2001; Ennis & Chen, 1993; Hubbard, 1991). There are also models that focus on other developmental processes of kids. These models are asset-based and rely on the idea of working on youths' strengths, and putting them in a structured environment in which they can excel (Ennis et al., 1999; Hellison, 1995; Meyer & Wenger, 1998). Among such models are the Adventure Model (Meyer & Wenger, 1998), Sport for Peace model (Ennis et al., 1999), and Teaching Personal and Social Responsibility (TPSR) Model (Hellison, 2011; Hellison et al., 2000).

Among physical activity curricular models used in after-school programs, the TPSR model has been widely incorporated in many underserved youth community and school physical education programs around the United States and the world (Hellison, 2011). The TPSR model is a values-base curriculum that uses fitness, motor skills

instruction, sports, games, and other human movement activities as a vehicle for helping youth become more personally responsible for themselves, and more socially and morally responsible for the well-being of others (Hellison et al., 2000). Another focus of Hellison's model is to ultimately help students apply these concepts in other areas of their lives. To accomplish this, Hellison relies on five levels of responsibility: (a) respecting the rights and feeling of others, (b) effort, (c) self-direction, (d) helping others, and (e) taking it outside the gym. Strategies used to help participants put the levels on practice are awareness talk, direct instruction, individual decision making, group decision making, and relational time.

With the rapid increase of programs using the TPSR model, the evaluation of programs using Hellison's model has also increased (Hellison & Walsh, 2002). The research on the TPSR has been focused in three areas. The first area includes the participants' improvements in in-program TPSR goals. It has been shown that youth that have participated in TPSR programs have increased their effort level, self-direction, and ability to help others. In addition, other researchers have reported self-worth improvement among participants (Hellison & Georgiadis, 1992), improvement in their ability to work as a team (Wright, 2001), and improvement in interpersonal relationships (Cutforth, 1997).

The second area of TPSR studies has focused on cross-age teaching. Cutforth and Puckett (1999) reported that cross-age teaching improved participants' self-confidence, concern for others, and problem solving skills. Similarly, Cutforth (2000) reported that cross-age teaching helps participants become more independent and reflective.

The third area sought to evaluate the transferability of TPSR goals to other settings.

Findings of these studies showed that participants were able to improve their self-esteem, overall attitude, and maturity level in the classroom (Kallusky, 1991; Martinek, Schilling, & Johnson, 1999). Still, another study revealed that participants were willing to share and help more at home (Mulaudzi, 1995).

As mentioned before, there are many after-school programs that are guided by the TPSR framework. Project Effort, located in southeastern Greensboro, North Carolina, is one of these. Project Effort was created with the main goal of getting children to reinvest their energies in school and become healthy, competent young adults (Martinek & Schilling, 2003). To accomplish this, the program uses the five TPSR levels of responsibility as a guide for participants. Project Effort is divided into three main components: (a) sport clubs, (b) a mentoring program, and (c) Youth Leader Corps. The sport clubs focus on teaching participants to take more responsibility for themselves and for others (Martinek & Ruiz, 2005). The second component, the mentoring program, was created to help participants transfer the values and goals learned in the sport clubs to their schools, homes, and communities. The Youth Leader Corps is the third component and it provides leadership opportunities to middle and high school students who serve young children in their communities. Most of the youth leaders are former members of the sport clubs.

Multiple research studies have been conducted to exam the effects that Project Effort has on its participants. They can be divided into three main areas. The first area has centered on the various levels of the responsibility model and how participants can

transfer it to other settings (Martinek, McLaughlin, & Schilling, 1999; Martinek, Schilling, & Johnson, 1999). For example, Martinek, Schilling, and Johnson (1999) reported that teachers indicated that 88% of the club members appeared to show effort most or some of the time in their classroom. Similarly, Martinek, McLaughlin, et al. (1999) reported that participants improved their behaviors during school. However, Lee and Martinek (2009) provided evidence that transferability does not occur automatically and depends on program structure, individuals' personal characteristics, and school climate.

The second area sought to evaluate the participants' program commitment (Schilling, 2001; Schilling, Martinek, & Carson, 2007). Schilling (2001) reported that traits such as effort, persistence, having a positive attitude, enjoyment, motivation, and length of program involvement were reported by club members as very influential in determining their level of program commitment. The third and final area evaluates leadership ability (Martinek, Schilling, & Hellison, 2006; Schilling, 2001). For example, Martinek et al. (2006) found that youth leaders in the program advance through stages of leadership. Some of the leaders were categorized in the early stages of leadership (e.g. needs-based leadership and focusing on planning and teaching), and others were categorized in the latter stages (e.g. reflective leadership and compassionate leadership).

One key question that has yet to be specifically addressed is the level of influence that TPSR programs has on former participants' lives. Presently, there is no research conducted that addresses such phenomena. Therefore, the intent of this study was to



develop an understanding of how the Project Effort experiences have guided former participants' lives.

Studying how a TPSR physical activity program guided former participants' lives is important for various reasons. First, this type of investigation will expand the TPSR body of knowledge by providing a comprehensive understanding of the extent that TPSR programs guided former participants' lives. Some participants might feel that the program did not play a role in their life after they culminated participation, however, others might consider that it did play a role. The findings of this study will be essential for helping practitioners and program directors in the field to develop, modify, or implement future TPSR curriculum and programs. Finally, from an evaluation perspective, this research can serve as a framework for other youth development programs that use the TPSR model or similar ones to describe how they have guided former participants' lives.

One way to investigate these phenomena is through the lens of the Triangle Model of Responsibility (TMR) (Schlenker, Britt, Pennington, Murphy, & Doherty, 1994). This theoretical model has been used in different scenarios to measure personal responsibility or to predict engagement in certain type of events (Britt, 1999; Schlenker, 1999; Schlenker et al., 1994; Planas et al., 2005; Wohl, Pritchard, & Kelly, 2002). The TMR involves three elements: (a) the event that occurred, (b) the prescription that informs and guide individuals' behaviors in relation to the event, and (c) the identity and personal attributes that are pertinent to the event. For the purpose of this study, the element of event refers to how participants have lived their lives after culminating participation in Project Effort; the element of prescription refers to the experiences

provided by Project Effort; and the element of identity refers to participants' perception of the importance of TPSR values and life skills.

According to Schenkler et al. (1994), there are three paired linkages among these three elements. These three linkages are going to be used to describe the extent that Project Effort has guided former participants' lives. Prescription-event refers to the extent in which individuals' perceptions of Project Effort experiences have guided their lives. Identity-event relates to how TPSR values and life skills that are important to the participants and were acquired through other sources have guided their lives. The final linkage, prescription-identity, refers to the extent to which the individuals' values and life skills are aligned with the experiences provided by Project Effort.

### **Purpose of the Study**

Therefore, the purpose of this study was to investigate what TPSR values and life skills former participants' have acquired in Project Effort and through other sources, and how they have guided their lives. Specific questions that guide this research were:

1. How are the values and life skills of former participants aligned with the experiences provided by Project Effort? (Related to Identity–Prescription Link)
2. How have former participants' perceptions of Project Effort experiences guided the way that they have lived their lives? (Related to Prescription–Event link)
3. How important TPSR values and life skills acquired through other sources guided participants' lives? (Related to Identity–Event link)

### **Limitations**

1. The participants were selected by purposive sampling. The generalizability of the findings may be weakened by this sample procedure.
2. The researcher has experience in Project Effort as a staff member. Therefore, the researcher's familiarity with the program may influence participants' responses and interpretations.

### **Assumptions**

1. It is assumed that all participants will understand the questions and be able to articulate coherent responses based on the phenomena investigated.
2. It is assumed that the researcher will be able to obtain rich and detailed information.
3. It is assumed that participants' responses will be trustful.

### **Definition of Terms**

The following terms were defined for clarity in relation to this study:

1. Event: the element of event refers to how participants have lived their lives after culminating participation in Project Effort
2. Identity: the element of identity refers to participants' perception of the importance of TPSR values and life skills
3. Identity–event: the identity-event link refers to how TPSR values and life skills that are important to the participants and were acquired through other sources have guided their lives.

4. Prescription: the element of prescription refers to the experiences provided by Project Effort.
5. Prescription–event: the prescription-event link refers to the extent in which individuals' perceptions of Project Effort experiences (prescription) have guide how participants lived their lives (event).
6. Prescription–identity: this link refers to the extent in which the individuals' values and life skills are aligned with the Project Effort experiences.
7. Project Effort: an extended day physical activity program for underserved participants that is held at the campus of the University of North Carolina at Greensboro and is composed of sport clubs, mentoring program, and the Youth Leader Corps (Martinek & Ruiz, 2005).
8. Sport Club: a component of Project Effort. The goal is to help elementary and middle school children develop personal and social responsibility skills through participation in a value-based sports program.
9. Underserved: People that are provided with inadequate service and have limited access to resources.
10. Youth Leader Corps: a component of Project Effort. The goal of the Youth Leader Corp program is to provide leadership opportunities to middle and high school students to serve young children (Martinek & Ruiz, 2005).
11. Teaching Personal and Social Responsibility (TPSR): The TPSR model is a value-based curriculum that uses fitness, motor skills instruction, sports, games, and other human movement activities as a vehicle for helping children

and youth become more personally responsible for themselves, and more socially and morally responsible for the well-being of others (Hellison et al., 2000).

## **CHAPTER II**

### **LITERATURE REVIEW**

The purpose of the review of literature is to help set the context of this study (Kilbourn, 2006). In this case, the purpose of this study was to investigate to what extent a TPSR physical activity program called Project Effort has guided former participants' lives. The literature review is organized into five main sections. The first section provides a theoretical explanation of the youth development field. The second part elaborates on the relation that sports and physical activity has with the youth development field. The third section includes a description of Hellison's TPSR model and related research, while the fourth discusses the research studies conducted on Project Effort. The fifth and final section provides a description of the Triangle Model of Responsibility (Schlenker et al., 1994) which serves as the theoretical framework for this study that focuses on how Project Effort has guided former participants' lives.

#### **Youth Development**

##### **Theories of Positive Youth Development**

The field of PYD has been built around the framework of developmental systems theories (Benson et al., 2006). Developmental systems theories "provides a theoretical explanation of developmental changes by describing and explaining positive development as a life-span process in which the individual and context are dynamically fused across time in mutually beneficial interactions" (Theokas et al., 2005, p. 116). The

roots of these theories can be explained in nine defining features of developmental systems theories (Lerner, 2006):

1. Relational Meta-theory. This means that the field of youth development rejects the idea that adolescent development is influenced independently by biological or social factors. Instead, youth development occurs with the fusion of biological and ecological factors.
2. The integration of levels of organizations. From a youth development standpoint, this means that all components in youth lives are linked and mutually interactive in youth lives and their relationship with their environment. For example, changes in government policies would affect directly or indirectly the life and development of youth.
3. Developmental regulation across ontogeny involves mutually influential individual-context relationship. In simple words, this means that developmental growth on youths occurs when they interact in a reciprocal relationship with their ecology. Positive development on youths depends on the exposure and types of experiences that youth have with their surrounding environment.
4. Integrated actions, individual-context relations, are the basic unit of analysis within human development. During the last decades the focus on youth development research has been on the impact that youth have on the environment and the impact that the environment has on youth.

5. Temporality and plasticity in human development. Observed trajectories of intra-individual change may vary across time and place as a consequence of plasticity. This means that the period of adolescent is going to be different for every youth because they will encounter different experiences across life. For example, the experiences of a boy raised in an affluent family would not be the same as the experiences of a boy raised in a poor family. Therefore, their development is going to be influenced by different experiences.
6. Relative Plasticity. Changes in youth development trajectories vary depending on contextual conditions. However, those contextual differences are a key part of their unique development.
7. Intra-individual change, inter-individual differences in intra-individual change, and the fundamental substantive significance of diversity. Changes within the adolescent and how they interact with the context are going to vary depending on the type of experiences they have with their environment.
8. Optimism, the application of developmental science, and the promotion of positive human development. This feature explains that in order to promote positive youth development (PYD) there has to be principles, mechanisms, and interventions that are at play in maximizing the dynamic and developmentally constructive interplay of context and individual. Benson and his colleagues (2006) believe that a theory of PYD is incomplete without incorporating the concept of intentional change. They believe that intentional



change is the purposeful effort to enhance the fusion of person and context in a healthy direction.

9. Multidisciplinarity and the need for change-sensitive methodologies. In order to reflect the richness and strengths of adolescent diversity our repertoire of measures must be sensitive to the diversity of adolescent variables, such as race, ethnicity, religion, physical ability status, and developmental status, and to the diversity of contextual variables, such as family type, neighborhood, community, culture, physical ecology, and historical moment.

Again, features of developmental system theories need to be interconnected for PYD programs to be effective. All nine of the defining features mentioned above have the individual—context relationship as a common denominator. It all starts with the belief that youth development cannot be explained independently by biological or social factors. Therefore, it is important for PYD programs to acknowledge that adolescent development occurs with the synthesis of individual and context factors (Feature 1). Effective PYD programs are predicated upon the understanding that within the synthesis of individual—context relationships there are various organizational levels that are interconnected in youth lives (Feature 2) that influences their development (Feature 3). Therefore, it is valuable for PYD program directors to understand the context in which youth live and to promote activities that will enhance their development.

Understanding youth development context is very complex, therefore, PYD programs have to acknowledge that the ecology of youth development is characterized by changes and plasticity (Feature 5 and 7). In other words, there is nothing universal about

the development process of youths. This relative plasticity (Feature 6) leads to the idea that different experiences in adolescents' lives' can or cannot contribute to positive development, and it's the responsibility of PYD programs to acknowledge the unique experiences that every single youth brings to the programs. Programs that take into account all these features, which can be summarized as acknowledging and aligning the strengths of individuals and contexts, are promoting PYD (Feature 8). In order to measure the effectiveness of the programs there needs to be an evaluation process that focuses on the reciprocal relationship of individual and context (Feature 5). To have a better understanding of individual-context relationship is important for PYD programs to develop measurement designs (e.g. quantitative, qualitative, and mix-methods) that are change-sensitive and able to integrate trajectories of change at multiple levels of analysis (Feature 9).

### **Characteristics and Goals of Positive Youth Development**

In order for PYD programs to be effective there are two general characteristics to follow that are based on development system theories (Hamilton & Hamilton, 2004). The first characteristic is to understand how the context and the environment (e.g. neighborhood, school, family, and society) impact the world in which the youth lives. The other one is to provide kids with different alternatives that take into consideration their development, context, and environment. Additional characteristics of youth developmental programs include the following goals: work on youths' strength rather than their weaknesses; treat kids with a holistic approach; provide them with supportive relationship; treat youth as resources; provide youth with a physical and psychological

safe place, and give children clear and demanding (but not unreasonable) expectations (Hellison et al., 2000).

The goals of PYD mentioned above help to create an environment that promote human qualities among youth (Hamilton & Hamilton, 2004). These goals can be summarized using the “Five C’s” framework (Roth & Brooks-Gunn, 2003). The first goal of youth development is to create competent (1<sup>st</sup> C) individuals that have the knowledge and skills necessary to be effective and understand environment. The next goal is to develop character (2<sup>nd</sup> C) among kids. The third goal is to provide children with social connections (3<sup>rd</sup> C) that will contribute in a positive way to their development. The next goal is to give them the confidence (4<sup>th</sup> C) necessary for them to be effective during their developmental stages. The last goal is to provide youth opportunities in which they can contribute (5<sup>th</sup> C) back to the community.

### **Conceptual Models of Positive Youth Development**

In the field of youth development there has been a shift from a deficit model to an asset-based model (Martinek & Hellison, 2009). The reason for this shift was that the deficit model did not support the principles of the youth development field. Benson (2002) explains that “asset-based models are a conceptualization of human development that synthesizes contextual and individual factors that enhance the possibility of positive developmental experiences” (p. 125). An asset-based model relies on the idea that the best way to approach youth is to build on their strengths (Benson, 1997; Hellison, 2011; Hellison et al., 2000; Hamilton & Hamilton, 2004; Martinek & Hellison, 2009). Another general characteristic of an asset-based model is that it is inclusive. This means that

program must include and respect different roles, experiences, and ways of thinking. The final characteristic is that a program is realistic; you have to prove that you can sustain it within the community. Besides the general characteristics mentioned above, the asset based-model is based on some core principles that fit youth development programs (Harris, 1997). One of the principles of asset-based model is that it views the community as a place with resources to be preserved and enhanced. Another principle is that it empowers and gives a sense of ownership to people in the community. It also strengthens civic society by treating people as citizens rather than clients.

Peter Benson was one of the pioneers to use the asset-based model to foster PYD. During the 1990's, he created 40 developmental assets that could motivate community wide initiatives (Benson, 1997). Half are external assets that exist in the context that young people live and with whom they interact. The external assets are grouped into four categories: (a) support, (b) empowerment, (c) boundaries and expectations, and (d) constructive use of time. The other half are internal assets that are attributes of young people themselves. They are also grouped in four categories: (a) commitment to learning, (b) positive values, (c) social competencies, and (d) positive identity.

Another model that has been used in the field of youth development is the "Personal and Social Asset" one. It was created by the National Research Council and Institute of Medicine (2002), with the purpose of constructing a list of 28 personal and social assets that facilitate youth development. They used the concepts of assets to describe the experiences, supports, and opportunities that facilitate both successful passage through and optimal transition into the next phase of life. These assets are

divided in four domains: physical development, intellectual development, psychological and emotional development, and social development.

### **Evaluation of Positive Youth Development Programs**

There is a decent amount of research on PYD programs due to the rapid growth of the youth development field during the last two decades (Lerner, 2006). Most of PYD research has been in the form of evaluation studies. This section has two purposes. One is to provide a brief explanation of the methodology used in the evaluation of PYD programs. The second purpose is to describe the outcomes of these evaluations.

### **Methodology of PYD Studies**

Various approaches have been used to evaluate the effectiveness of PYD programs. Taking track of attendance (Scales, Roehlkepertain, Marybeth, Kielsmeier, & Benson, 2006; Wright, John, Alaggia, & Sheel, 2006), behaviors (Tierney, Grossman, & Resch, 1995; Wright et al., 2006), grades (Hahn et al., 1994; Scales et al., 2006), graduation rates (Hahn et al., 1994), and college enrollment (Hahn et al., 1994) are among the quantitative variables measured in most of the PYD programs evaluation. Also, surveys that measured risk behaviors and attitudes (e.g. self-confidence) have been used to measure the effect of PYD programs on participants (Butcher & Cash, 2010; Bloomberg et al., 2003; Catalano et al., 2004; McLaughlin, 2000; Tierney et al., 1995). Interviews (McLaughlin, 2000; Scales et al., 2006; Wright et al., 2006), focus groups (Bloomberg et al., 2003), and reflections (Bloomberg et al., 2003) are among the qualitative techniques used to measure PYD programs. Also, mix-methods studies have been conducted in which most of them have used the combination of surveys, interviews,

and the quantitative measurement mentioned above (Bloomberg et al., 2003; McLaughlin, 2000; Scales et al., 2006; Wright et al., 2006).

### **Outcomes of PYD Studies**

Studies have shown that PYD programs have a positive impact on many aspects of youths' lives. Improvement on personal behaviors has been one of the biggest impacts that PYD programs have on youth (Catalano et al., 2004; Hahn et al., 1994; Scales et al., 2006; Tierney et al., 1995). Decrease in drug and alcohol use, school misbehaviors, aggressive behaviors and violence are also among the improvements reported from these studies. Educational achievement has been another area in which PYD programs have had positive effects on their participants (Bloomberg et al., 2003; Hahn et al., 1994; Mahoney, Cairns, & Farmer, 2003; McLaughlin, 2000; Scales et al., 2006). For example, Bloomberg et al. (2003) reported that participants in the Chicano-Latino Youth Leadership Institute (CYLI), which is a program that confront the challenges of young Chicanos in the state of Minnesota by focusing on assets and promoting a model of positive youth development, reported higher graduation rates and higher enrollment in postsecondary education in comparison with other Chicano-Latinos in the state of Minnesota. Also, research shows that youth that participates in service learning programs reported better grades and fewer absences (Scales et al., 2006)

Research on PYD programs has also shown improvements in the quality of peer and adult relationships (Bloomberg et al., 2003; Catalano et al., 2004; Moore & Glei, 1995; Tierney et al., 1995). For example, Tierney et al. (1995) reported that participants

in Big Brother/Big Sister had better relationship with their parents and improved relationships with their peers.

Research has also shown that youths who participate in PYD programs are more engaged in civic responsibilities (McLaughlin, 2000; Morgan & Streb, 2001; Moore & Glei, 1995). For example, McLaughlin (2000) reported that youth who were involved in PYD programs were significantly more likely than typical American youth to believe that it is important to do community volunteer work. Compared to American youth generally, youth participating in these PYD programs were more than two and a half times more likely to think is “very important” to do community service or to volunteer. Besides improvement in civic responsibilities, researchers also show improvement on prosocial and leadership skills among PYD participants (Bloomberg et al., 2003; Wright et al., 2006). Respect, communication, cooperation, and problem solving were among the prosocial and leadership skills reported by Wright et al. (2006) in a longitudinal quasi-experimental research of a national youth development arts program in Canada.

Improvement in self-confidence has also been reported (Bloomberg et al., 2003; McLaughlin, 2000; Wright et al., 2006). In addition, the finding of various studies indicated that youth involvement in PYD programs was particularly important in developing positive self-concepts among participants (Butcher & Cash, 2010; Morgan & Streb, 2001). Butcher and Cash (2010) concluded that promoting positive self-concepts helps decrease vulnerability and problem behaviors among program participants. Also, improvement in self-control was reported among participants of PYD programs (Catalano et al., 2004).

One of the most important areas of evaluation is related to how PYD programs have influenced former participants' lives. Research on these phenomena is scarce. Only one study was found. McLaughlin, (2000) conducted follow-up interviews with 60 members that had participated in PYD programs. The findings were that the majority of these young people were firmly set on positive pathways as workers, parents, and community members. This shows that PYD programs have a positive influence on participants' lives.

### **Youth Development and Sport/Physical Activity**

During the last decade, the field of youth development has viewed sport and physical activity as an instrument for inserting youth development principles among youngsters (Martinek & Hellison, 2009). Approximately 40 million children in the United States between the ages of five and seventeen participate in organized sports activities (Murphy, 1999). Despite this amount of youth participating in sport activities, the field of youth development was slow to consider sports as a youth development activity. Instead, it was considered as a tool to attract youngsters to programs rather than a medium for inserting youth development principles among kids (Martinek & Hellison, 2009).

Sport can serve as a good medium to teach youth development principles. The nature of sport creates unique contexts that allow youth to experience youth development principles (Perkins & Borden, 2006; Perkins & Noam, 2007). For example, kids who participate in sports can be exposed to concepts such as teamwork, communication, effort, persistence, and loyalty. However, the key in succeeding relies on how the sport



activities are structured. If they are not focused on youth development principles, then is less likely to transfer youth development principles into the participants' lives.

### **Outcomes on Sport/Physical Activity Youth Participation**

A significant amount of research on youth participation in sports and physical activity indicates that there are positive and negative outcomes for youth that participate in sport activities. Research on sport participation has demonstrated the potential for development across different domains including physical/health, psychological, academically, and social (Theokas, 2009). In regard to the physical/health domain it is well documented that youth who engage in physical activity and sport build healthy bones and muscle; reduce the risk of developing chronic diseases; and reduce the chance of being overweight (Bergeron, McLeod, & Coyle, 2007). Psychological benefits such as the reduction of anxiety, depression, and hopelessness have been associated with youth participation in sports (Menestrel & Perkins, 2007).

In addition, research indicates that youths who participate in structured sport activities benefit academically. Participation in sports has been highly associated with completing more years of education, increased attachment to school, and higher grades (Menestrel & Perkins, 2007). Social benefits have also been reported in literature. Barber, Eccless, and Stone (2001) found that sport participation protect youth against social isolation. Another study found that youth who are highly engaged with sport activities tend to be more resilient (Bartko & Eccles, 2003; Martinek & Hellison, 1997).

Despite all the benefits that youth can gain by participating in sport or physical activity programs, there is a significant amount of research indicating that sport

participation may have a negative impact on youth development. Experiences such as not being selected to a team (Gaudreau, Amiot, & Vallerand, 2009), lack of playing time, dislike of the coach, too much competition, and lack of enjoyment (Chambers, 1991) were found to have a negative impact on youth. In addition, emphasizing too much in the competitive aspect of sport can have a detrimental impact on youth (Daniels, 2007).

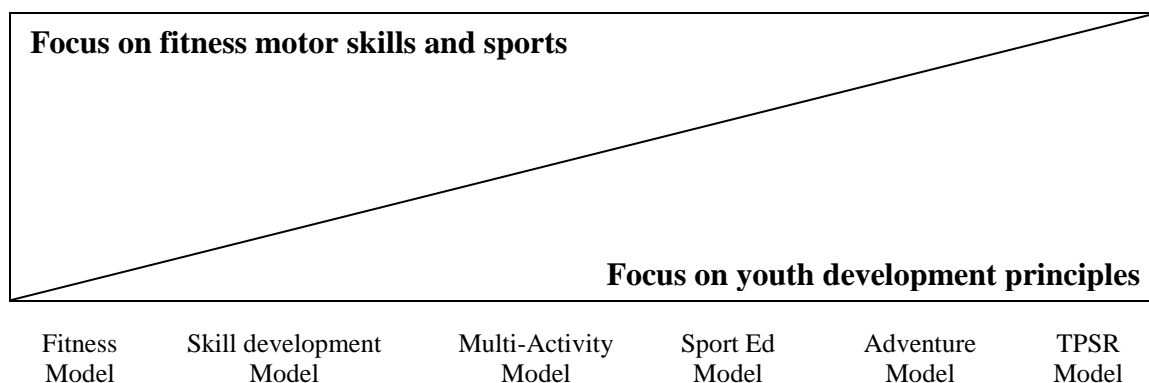
Youth sport can also have a negative impact on youth health behaviors. Barber et al. (2001) found that youth who are highly engaged in sports reported more engagement in problem behaviors (e.g. substance abuse) than other youth who are involved in other program schools. Another study indicates that youth participating in non-sport activities reported lower rates of negative experience than youth who participated in sport activities (Dworkin, Larson, & Hansen, 2003). Barber et al. (2001) found that student athletes reported drinking more frequently than non-athletes.

In sum, research indicates that youth participation in sport and physical activity can be a double edge sword. There is data that support that participation in sport and physical activity can produce positive outcomes but there is also data that shows that it can be detrimental for the development of youth. As mentioned above in this section, sport can be beneficiary for youth if the context is aligned with youth development principles.

### **Physical Activity Curricular Models**

During the years, many scholars and practitioners have developed and used different physical curricular models in different contexts (Figure 2.1.). On one end of the physical activity curricular models spectrum are the curricular models that focus on

increasing fitness, mastery on sport, and motor skills development. Models such as the fitness model (Hubbard, 1994), multi-activity model (Curtner-Smith et al., 2001), and the skill development model (Ennis & Chen, 1993) fit the previous description. The main focus of these models is not necessarily aligned with PYD principles. That is, goals of the youth development field are not related to the improvement of fitness, mastery of sport, and improvement of motor skill development, which are the goals of these types of models mentioned above.



**Figure 2.1. *Physical Activities Curricular Models***

The sport education model (Siedentop, 1994) is in the middle of the spectrum. The sport education model is an instructional model that links sports taught in a physical education context with the wider sporting culture. The purpose of this model is to create competent, literate, and enthusiastic sports players. At the beginning of any unit taught in this model the focus is on increasing skills and strategy but after the student shows improvement the focus shifts to the affective side (e.g. working on communication and teamwork).

At the other end of the physical activity curricular models spectrum are the models that are aligned with PYD principles and characteristics. Models such as the Adventure model, Sport for Peace, and the Teaching Personal and Social Responsibility model (TPSR) are the ones that are often used in the field of youth development. The Adventure model involves direct exposure to challenging activities that facilitates intra-personal and inter-personal growth (Meyer & Wenger, 1998). This model relies on the assumption that controlled exposure to challenges can be potentially beneficiary.

Sport for Peace is another model that is aligned with youth development foundations and principles (Ennis et al., 1999). This model is mostly used in secondary physical education classes. This model was designed to reflect the characteristics of peace education with goals and curricular structures specifically focused on promoting non-violent behavior, a sense of community, and student ownership or empowerment within the school curriculum. Research on this model showed that the Sport for Peace model fostered shared responsibility for learning, trust, respect, and a sense of family (Ennis et al., 1999).

### **Teaching Personal and Social Responsibility Model (TPSR)**

Teaching Personal and Social Responsibility (TPSR) is one of the most prevalent models used in the field of youth sport development. The TPSR model has been used as a framework for various youth sport development programs. The purpose of this model is to use fitness, motor skill development, sport, games, and other human movement activities as tools to help youngsters become more responsible for themselves and socially and morally responsible for the well-being of others (Hellison, 2011). Don

Hellison (creator) stated that the origin and early development of the TPSR model were primarily experiential and autobiographical (Hellison et al., 2000). His experiences as a physical education teacher, working in a detention center for court-referred and dropout-bound kids, and teaching in extended-day programs for inner-city children helped him to develop the foundation for the TPSR model. During his experiences working with underserved kids, he felt that underserved kids confronted problematic choices in life, have less adult guidance, and were having interaction problems with their peers and adults. Having in mind these situations, Hellison wanted to create an approach that would focus more on shifting responsibility to his students so that their choices would enhance their own well-being, as well as contribute to, or at least not harm, the well-being of others. This meant letting go of some of his authority and spending time with them, discussing and helping them reflect on their decisions, including their attitude and behaviors toward themselves and others (Hellison et al., 2000).

### **TPSR Principles**

The TPSR has three youth development principles that serve as the foundation for the model.

1. The first principle is that the program needs to focus on relationships. If the program staff cannot build and sustain trustful relationships that acknowledge participants' individuality and strength then the program would fail in accomplishing program goals (Hellison et al., 2000).
2. The second principle is that a program implementing the TPSR should start with a focus on physical activity but gradually shift to an emphasis on life.

The purpose of the program is not to engage kids in physical activities but to be able to live a social responsible life focusing on enhancing their own well-being and the well-being of others (Hellison et al., 2000).

3. The final principle focuses on gradually shifting the responsibilities for planning and carrying out the program from program leaders to participants (Hellison et al., 2000).

### **Five Levels of the TPSR Model**

The TPSR model is divided into five levels that assist the participant to take responsibilities for their personal and social development (Hellison et al., 2000). Hellison believes that handling all five responsibilities at the same time is asking a lot from the participants. He recommends that the five responsibilities are presented as a loose progression. Respecting the rights and feeling of others is the first responsibility (Level 1). Hellison explains that to begin to function effectively, the rights and feelings of all students in the program must be protected. This responsibility demands students to practice self-control, to include everyone in the activities, and to solve conflicts peacefully. Effort (Level 2) is introduced second; the reason for this is that putting effort is necessary for self-improvement. Self-direction (Level 3) is implemented after the kids understand and apply the first two levels (respect and effort) of the TPSR model. This responsibility demands that kids work by themselves. Also, participants are challenged to set and work on personal goals and make personal choices. Helping others is the next responsibility goal (Level 4). For most kids this level is very difficult to reach. There can be participants that never reach this level because it requires the suspension of their own

needs. At this responsibility level participants are expected to help others by genuinely caring (being sincere) and being sensitive and responsive. Also, kids are expected to assume leadership roles that contribute to individual and group welfares. Take it Outside the Gym (Level 5) is the final responsibility goal and cannot be explored until the first four goals have been practiced and mastered. The goal is to apply what you have learned in the program to other settings such as school, community, and family.

### **Values and Life Skills**

The TPSR model is not only limited to the five levels of responsibility mentioned in the previous section. Hellison et al. (2000) explains that one of the main goals of this model is to teach values and life skills. Fourteen assets were found in the TPSR literature that can be considered values or life skills (Hellison, 1995; Hellison, 2011; Hellison et al., 2000; Martinek & Hellison, 2009). All of them are supported by youth development asset-based model frameworks. Among the frameworks that support such assets are the “40 Developmental Assets” (Benson, 1997), “The Personal and Social Assets that Facilitate Positive Youth Development” (National Research Council and Institute of Medicine, 2002), and the “Five C’s” framework (Roth & Brooks-Gunn, 2003). It is important to mention that the TPSR model do not explicitly classify each asset into values and life skills. Since there is no specific classification of the assets, the researcher divided the 14 assets into a group of 5 values, and a group of 8 life skills.

The TPSR model exposes kids to the values of respect, helping others, accepting others, caring, and leadership (Hellison, 1995; Hellison, 2011; Hellison et al., 2000; Martinek & Hellison, 2009). In relation to life skills, the TPSR model permits kids to

experience teamwork, self-direction, effort, planning, communication, resolving conflict in a peaceful way, goal setting, and being reflective (Hellison, 1995; Hellison, 2011; Hellison et al., 2000; Martinek & Hellison, 2009)

**TPSR instructional strategies.** In order for participants to learn the responsibilities (5 levels) of the program, five instructional strategies must be implemented. These instructional strategies emphasize power sharing with participants and negotiation of the participants' issues. Also, these strategies serve as guides for participants to implement the five responsibilities (Hellison et al., 2000). The strategies are the following:

1. *Awareness of their responsibilities.* Participants are made aware of the implication of the program's goals and their responsibilities if they want to excel in their development. Brief talks and posting of the responsibilities on the gym wall can be used in reminding participant's tasks.
2. *Direct instruction.* Leaders guide students through experiences designed to teach responsibilities.
3. *Individual decision making.* Participants are allowed to make choices by themselves and reflect on the consequences of those choices. This strategy allows participant's to be empowered.
4. *Group decision-making.* Participants are allowed to solve problems or conflict that is presented in the program. Also, it permits participants to evaluate various aspects of the program.



5. *Relational time*. Participants engage in a meaningful relationship with program leaders and staff.

### **Implementation of the TPSR**

The TPSR has an appropriate flexible format that allows the implementation of its goals. The format consists of four parts that allows the participants to experience youth development principles and program goals. Awareness talk is the first part of the lesson. Each lesson begins with a brief awareness talk to remind participants what are the goals of the program and the task they need to focus on. Imparting the lesson is the following part and consists of integrating fitness, motor skills instruction, sports, games, and other human movement activities with TPSR model strategies. Group meeting, the third part of the lesson, is conducted at the conclusion of the lesson. The purpose of the group meeting is to allow participants to assess the lesson and suggest solutions to any problem that had arisen. Also, it permits the participants to share ideas, opinions, and feelings about the experiences. Reflection time is the last part of the lesson. This part allows student to reflect on the extent to which they have taken responsibility that day.

### **Research on the TPSR**

With the increase of programs using the TPSR model, evaluation research of programs using Hellison's model has also increased (Hellison & Walsh, 2002). The intent of this section is to discuss the multiple research studies that have been conducted on the effects of TPSR programs.

### **Participants' Improvement in In-program Responsibility Model Goals**

This section focuses on the impact that TPSR programs have in in-program responsibilities goals. The studies that are presented in this section have some commonalities. All of the studies were focus on evaluating the impact of TPSR programs. Most of them were in urban areas, and the program participants were categorized as underserved. In addition, most of the TPSR programs evaluated were after-school programs.

In a review of 26 studies that used the TPSR model as a framework, Hellison and Walsh (2002) found nine studies that supported self-control improvement among participants (Debusk & Hellison, 1989; Galvan, 2000; Georgiadis, 1990; Hellison & Georgiadis, 1992; Herbel & Parker, 1997; Kahne et al., 2001; Kallusky, 2000; Lifka, 1990; Georgiadis & Williamson, 1992); six studies that reported increase in participant effort levels (Compagnone, 1995; Hellison, 1978; Galvan, 2000; Herbel & Parker, 1997; Lifka, 1990; Wright, 2001); six studies that showed gain in self-direction (Cummings, 2000; Galvan, 2000; Georgiadis, 1990; Herbel & Parker, 1997; Mulaudzi, 1995); and four studies that supported that participants were getting better in teamwork and cooperation (Hellison & Georgiadis, 1992; Herbel & Parker, 1997; Puckett, 2000; Wright, 2001). Also, they found four studies that supported self-worth improvement among the participants (Hellison, 1978; Hellison & Georgiadis, 1992; Lifka, 1990; Puckett, 2000); three studies that showed that participants were able to develop physical skill and their fitness levels (Galvan, 2000; Hellison & Georgiadis, 1992; Herbel & Parker, 1997); three studies that illustrated participants' improvement in communication

skills (Cutforth, 1997; Kallusky, 2000; Lifka, 1990) ; and three studies that demonstrated participants' improvement in interpersonal relationships (Cutforth, 1997; Georgiadis & Williamson, 1992; Wright, 2001). In sum, research shows that participation in TPSR programs has a positive impact in the behaviors and performance of the participants.

### **Transfer of Responsibility**

One of the main goals of the TPSR is to encourage participants to transfer everything they have learned in the program to other settings (e.g. community, schools, home) (Hellison, 1995). There are both quantitative and qualitative research studies that demonstrate that youngsters have transferred responsibility goals to other scenarios. For example, Cutforth (1997) reported self-control (level 1) improvement in the classroom by participants in the program on an evaluation of the first three years of a youth sport development program in Denver. Also, he found that former participants were able to serve back to the community by helping (level, 4) run the program in which once they were enrolled. Another study reported that participants were able to improve their self-esteem, overall attitude, and maturity level in the classroom (Kallusky, 1991). Other studies revealed that participants were willing to share and help more in the classroom (Lifka, 1990) and at home (Mulaudzi, 1995). In overall, these studies demonstrate that participants of TPSR programs are transferring what they have learned in the program into other settings in their life.

### **Impact on Cross-age Teaching**

The impact on cross-age teaching using the TPSR as a framework has been measured in several programs (e.g. The Apprentice Teaching Program, Project Lead, and

The Youth Leader Corp). The main similarity in TPSR programs that have a cross-age teaching component is that provide leadership opportunities for high school students to teach younger children. One study drew on quantitative and qualitative data to describe a cross-age teaching program in which urban youth taught basketball to children attending a summer camp. Findings show that cross-age teaching improved participant's confidence, concern for others, problem solving skills, intrapersonal and interpersonal skills, and enthusiasm for learning (Cutforth & Puckett, 1999). A follow up by Cutforth (2000), found that participants reported a higher degree of autonomy; developed a higher awareness for self-reflection, increased ability to accept constructive criticism, and found a sense of community.

### **Project Effort**

Project Effort is one of several after-school programs that are guided by the TPSR Model. The description of Project Effort is addressed on the next chapter. The intent of this section is to discuss the research that has been conducted on Project Effort.

### **Research on Project Effort**

When assessing the effectiveness of a youth development program, it is important to ask if the program has accomplished their goals (Berlin, Dworking, Eames, Menconi, & Perkins, 2007). In this case, evaluation of Project Effort has centered on the various levels of the responsibility model and how participants' can transfer it to others settings (Martinek, McLaughlin, et al., 1999; Martinek, Schilling, et al., 1999). Other studies have focused on participants' program commitment (Schilling, 2001; Schilling et al., 2007) and the youth leadership component (Schilling & Martinek, 2001; Schilling et al., 2007).

Martinek, McLaughlin, et al. (1999) conducted a program evaluation to see the impact of Project Effort in participants' school performance over an academic year. The data showed that the participants had a slight increase in grade point average. In the first nine weeks, participants' grade point average was 2.93 and at the end of the year they finished with 3.11. Reprimands for students decreased by 25%. On average, the participants were reprimanded 41 times by the teacher at the beginning of the school year and by the end of the school year, the average was 28. Another finding was a decrease of office referrals made by the teachers. The average numbers of office referrals decreased from 11 during the first nine week, to nine during the last nine weeks of the school year.

Martinek, Schilling, et al. (2001) conducted a study to see if the participants were able to apply the various levels of the responsibility model in their schools. Results showed that effort (level 2) levels appeared too improved in classroom settings. Teachers indicated in the journal card entries that 88% of the club members appeared to show effort most or some of the time in their classroom. Most of participants were not self-directed (level 3). The data revealed that only 37 percent of the club members attempted to set goals most of the time, or some of the time. The authors believe that this resistance to goal settings by club members might be because they do not find the school environment as an important thing in their life. About 63% of the participants were able to show respect and self-control (level 1) most or some of the time in the classroom. Only 50% of the club members appeared to care for others most or some of the time (level 4). The authors explained that one of the reasons might be that the participants at that age lacked the social maturity needed to be concerned about others.

Lee and Martinek (2009) conducted a study to investigate factors that influence the transfer of responsibility-based physical activity program (e.g. Project Effort) goals and values into classrooms. The study found that transfer is influenced by the program's structure and atmosphere, individuals' personal characteristics, and school climate. Under the category of program structure and atmosphere, participants reported that program leaders' role modeling behaviors, flexibility of the program, and establishing relationship with peers were among the factors that enhanced transferability. In the personal characteristics category, individuals' that valued the worth of the program and had a strong desire to apply it in the current and future, appeared to have a higher level of self-confidence for transfer. School climate emerged as a double-sword factor that either facilitated or impeded the transfer of the program goals and values.

Participant program commitment was another component that has been investigated in Project Effort. Schilling (2001) conducted a study with Project Effort club members to look how they perceived program commitment. According to the data collected, the participants' perception of commitment was described in two categories: antecedents to commitment and nature of commitment. Schilling refers to antecedents of commitment as factors that lead to or influence program commitment, and by nature of commitment she refers to factors that characterize or are reflective of program commitment.

In the category of antecedents of commitment, the subjects identified twelve themes that influenced their commitment or helped them become committed to Project Effort. Type of activity, learning new and different things, having program goals,

program consistency, and relationship with staff and peers were among the themes that club members identified as influential to program commitment. In the nature of commitment category, the club members were able to identified 21 themes that characterized or reflected commitment. Themes such as effort, persistence, having a positive attitude, enjoyment, motivation, and length of program involvement were reported by club members as very influential for program commitment.

Another follow-up study by Schilling et al. (2007) investigated perceptions of program commitment among youth leaders. Contrary to Schilling's first study (2001), participants reported barriers that affected program commitment. Barriers such as program staleness, repetition, and outside employment were mentioned by the youth leaders. Also, participants reported 31 themes associated with the nature of commitment. Among those themes were daily attendance, persistence, being focused, enjoyment, motivation, sacrificing personal comfort, and desire.

There are other studies that have also focused on the youth leadership component. Schilling and Martinek (2001) interviewed youth leaders about what they had gained from working with kids. The findings indicated that youth leaders were able to develop skills such as teaching, communication, and anger management. Also, youth leaders reported that they felt more confident when teaching and that they had obtained a significant amount of knowledge about teaching methods. In addition, youth leaders stated that they have acquired knowledge beyond teaching methods. They were able to talk about the unique characteristics of children and the importance of considering individual differences in teaching.

Similarly, Martinek et al. (2006) conducted a study to describe how youth leadership evolved in two education programs (i.e. one of the programs was Project Effort and the other is called the Apprentice Teacher Program). Findings show that youth leaders were in different stages of leadership. The four leadership stages in which youth leaders were categorized were: (a) needs-based leadership, (b) focusing on planning and teaching, (c) reflective leadership, and (d) compassionate leadership. The authors described that some of the participants move through the stages on a loose progression. The youth leader sometimes regressed to a lower stage of leadership, but they were also times that they advanced on the leadership stages.

Literature has shown that TPSR programs and Project Effort have had a positive impact on the life of the participants. However, TPSR and Project Effort studies, like many youth sport development studies, do not provide an understanding of the extent that these programs have guided the lives of former participants.

### **Theoretical Framework**

Different theoretical frameworks have been used to measure long term impact of youth development programs. The focus of such frameworks were to measure the long term impact of sex education programs (Villarruel, Zhou, Gallegos, & Ronis, 2010), delinquency programs (Bottcher & Ezell, 2005; Huefner, Ringle, Chmelka, & Ingram, 2007), and drugs and alcohol programs (Lohrmann, Alter, Greene, & Younoszai, 2005). All of the programs in these studies have a common denominator, reduction of at-risk behaviors. However, youth development programs that are guided by the TPSR model have never investigated how such programs have guided former participants' lives.



Therefore, the intent of this section is to present the Triangle Model of Responsibility as a theoretical framework in order to describe the extent to which Project Effort has guided the life of former participants.

The Triangle Model of Responsibility (TMR) has been used in different context to evaluate personal responsibility (Schlenker et al., 1994). At the core of this model it is hypothesized that in order to make an evaluative calculation or judgment concerning responsibility, one must have information related to the following elements: (a) prescription, (b) event, and (c) identity. Furthermore, the TMR hypothesized that the degree of responsibility is going to depend on the combine strength of the linkages among the elements. The TMR can also serve as a theoretical framework to help understand and describe how TPSR programs guided former participants. In order to contextualize TMR, and describe the level of guidance that TPSR program had on the participants, it is important to have information about the connections between their perceptions of Project Effort experience (prescription), actions in life (events), and their perception of the importance of TPSR values and life skills (identity).

### **Elements**

Prescription is one of the elements of the TMR and refers to codes or rules for conduct. In this study, the Project Effort experience serves as the prescription for the participants. It includes information about the expectations and goals of the TPSR model. Prescriptions are viewed as valued principles of conduct. Also, they can be used to evaluate the performance and behaviors of individuals.

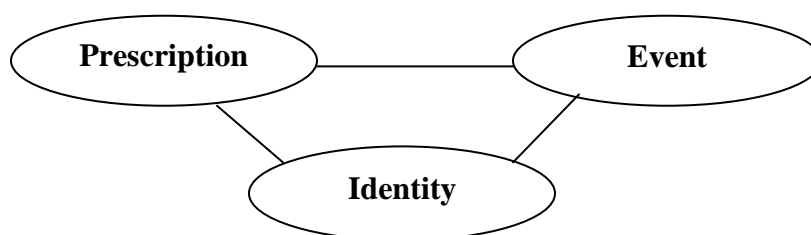
Events are the second element of the TMR. It refers to an individual's behavior and its consequences. It could be evaluated by the same person or by an observer. The evaluation of the events depends of the purpose of the study. As an example, teachers could be evaluated on a class performance or their performance over a period of years. In this study, events refer to former participants' actions, consequences, and trajectories that have marked their life since they graduated from the program to the present.

The final element of the TMR is identity. Identity formation focuses on two key elements: exploration and commitment (Marcia, 1966). Marcia (1966) refers to exploration as a process in which individuals explore different alternatives in terms of their goals, values, and beliefs. Commitment as defined by Marcia (1966) is the degree to which adolescents have made choices about important identity-relevant issues. Identity formation is a never ending life long process that is characterized by changes and renovation (Erikson, 1950, Marcia, 1966). The formation of a stable identity begins in early adolescence when individuals start to question values and norms of childhood identification (e.g. parents, teacher, older sibling, and family), and start to search and develop a stable set of norms, values and commitment, that would guide them during their life (Erikson, 1950). Arnett (1999) believes that identity formation in most of western cultures intensifies during the emerging adulthood period (18-25 years) because individuals have more opportunities for identity exploration such as experiences in love, pursuing college education, entering the work force, and obtaining a higher level of independency. In regard to this study, the element of identity is going to focus on participants' perception of TPSR values and life skills. The rationale for focusing on

these specific elements of identity is that Project Effort emphasizes in exposing kids to values and life skills.

### **Linkages**

The three elements of the TMR are interconnected. The linkages that connect these three elements to one another create a triangle (Figure 2.2). The three linkages among the elements can be used to describe the degree of guidance that a TPSR program has on former participants. Prescription-event is one of the links in the TMR. It refers to the extent to which established rules and norms are perceived to exist, and are supposed to guide behaviors and apply to an event. In the case of this study, the prescription-event link refers to the extent in which former participants perceptions of the TPSR program (prescription) have guided participants' lives. For example, this linkage will permit to see into what extent participants had become more responsible for themselves and for the well-being of others, which is one of the main goals that participants are exposed in Project Effort, after they have culminated participation in the program.



**Figure 2.2. *Triangle of Responsibility***

Prescription—identity is another link in the TMR model, and refers to the extent in which the individual personal attributes are connected to the prescription. The linkage in relation to this study refers to the extent in which former participants' values and life

skills are aligned with the experiences offered by Project Effort. This linkage is going to describe the level of importance that TPSR values and life skills have to participants' lives.

Identity—event is the last link in the TMR model. It refers to the extent in which the individual is connected to the event. For the purpose of this study, the link refers to how TPSR values and life skills that are important to the participants and were acquired through other sources have guided participants' lives. This linkage will describe factors that helped mold participants' identity and how has impacted their lives.

## **Research**

Most of the research on TMR model has been conducted with quantitative methods. Schlenker et al. (1994) presented two studies that supported the TMR theory. The first study was designed to determine whether 102 college students use information about the linkages in the way the TMR model indicates they should. Significant main effects were identified for each of the linkages and the dependent variable of responsibility. The result indicates that individuals use information about the strengths of the linkages when evaluating responsibility. The purpose of the second study was to find out what type of information individuals look for to make judgment of responsibility. The results indicated that the participants looked for information related to one of the linkages 73% of the time. On the contrary, participants look for information related to consequences only 26% of the time, and irrelevant information was only taken into account 9% of the time. When comparing the three linkages, participants prefer to look for information dealing with the identity—event ( $M = 79\%$ ) and prescription—identity

( $M = 77\%$ ) links slightly more than information related to prescription—event link ( $M = 62\%$ ).

The TMR model has been used in numerous contexts to measure or judge personal responsibility. The TMR model was used in the labor force to measure how responsible are individuals for their employment status (Wohl et al., 2002). The findings indicates that underemployed target, which is a category created by the researchers that suggests the limitation of getting work is a result of the current economic situation than the individuals effort and characteristics, was rated less responsible than the employed and unemployed targets. There were no significant differences between employed and unemployed targets. Also, the results indicated that the prescription–identity link can be more influential when making a judgment of responsibility in employment status. Similarly, Planas et al. (2005) conducted a study to see how ambulatory care pharmacist perceived responsibility for their patients' drug therapy outcomes. Results showed that clarity of standards (prescription–event link), personal control (identity–event link), and professional duty (prescription–identity link), each had a significant direct effect on perceived responsibility for drug therapy outcomes.

TMR has also been used to predict engagement in certain types of events. Britt (1999) conducted a study that used the TMR to predict self-engagement among U.S. Army Soldiers. The results showed that all three linkages of the TMR model independently predicted soldiers' level of engagement in their job. Similarly, Schlenker (1999) conducted a study to see if the linkages of the TMR model were a good predictor

of psychological engagement in academics. Results indicated that each link significantly predicted psychological engagement.

In overall, this literature review has provided an overview of the youth development field and how sports and physical activities have been used to foster youth development principles. However, the main argument of this chapter is the lack of knowledge and literature referring to how TPSR programs and Project Effort have guided former participants' lives. To investigate such phenomena the TMR model was presented as a theoretical framework.

### **CHAPTER III**

#### **METHOD**

The purpose of this study was to investigate to what extent Project Effort has guided the lives of former participants. Based on participants' perceptions, a qualitative design will be implemented in this study. The following sections include the investigator's positionality, constructivist paradigm, pilot study, research design, site and participants' selection, procedures, data collection, and data analysis.

##### **Positionality**

It is important for a researcher to disclose the experiences encountered in the process of an investigation (Glesne, 2005). The focus of this section is to provide a brief description about how the researcher's educational experiences during the past 9 years have influenced his interest in this study. Also, this section elaborates on the subjectivity of the researcher.

##### **Educational Career**

After the completion of high school, I thought that I had my life figured out. My original plans were to get a bachelor's degree in physical education and then pursue my master's and doctoral degrees in exercise science with a focus on human performance. At that time, my goal was to become a college professor and be the best strength and conditioning coach in Puerto Rico. The first step went as planned, I got my bachelor's degree and acquired valuable knowledge and developed various pedagogical skills that

have been useful in my life. I viewed teaching merely as the act of helping youth learn something. My focus, contrary to my coaching philosophy, was to enhance the performance of my students due to the fact that I was raised in a culture that viewed physical education classes as a way to improve sport-related skills. Although I knew that sports and physical activity provided a venue for teaching life skills and values, it never crossed my mind that it could be applied within a physical education context. This mindset of wanting to improve the performance of students and athletes lead me to pursue a master's degree in exercise science. I obtained scientific knowledge and a set of skills that allowed me to improve the abilities of individuals to perform physically. However, I realized that I was not doing what I really wanted in life. I discovered that being a strength and conditioning coach was not something that I would like to do for the rest of my life.

After a self-reflection process, I came to the conclusion that I wanted something related more to my coaching philosophy. This philosophy led me to pursue a doctorate's degree in community youth sport development. I realized that my coaching philosophy was aligned with most of the youth development principles. After enrolling in the PhD program at UNCG, I had the opportunity to put principles into practice while working in Project Effort.

Participating in Project Effort has been one of the best things that has happened in my life. I have been in the program for three years. I have had the amazing experience of meeting extraordinary people from around the world. Project Effort has provided me with a stage that has allowed me to grow as a youth development professional but most



importantly as an individual. As a professional, I have learned that being adaptive within a framework that promotes positive youth development is a characteristic that every professional in this field should have if they want to be successful. When you work with children nothing is black and white. They have the potential to be successful in life, and they are the ones that are responsible for achieving such success. The only thing that we can do as professionals is to provide them with experiences that guide them to reach their potential.

There are no words that can describe exactly what this experience has been to me. I have no doubt that I have learned more from Project Effort participants than they have learned from me. Before working in Project Effort, I considered myself as a caring person who liked to help other people in general. Now, I have become more caring and compassionate for underserved people, which is the population that is mostly served in Project Effort. I have learned how they struggle on a daily basis to meet their basic needs (things that most people in western society take for granted). Seeing this has humanized me more as an individual and has made me more humble and grateful.

I have seen that this program has a positive impact on youth. I have seen how kids have modified their negative behaviors into positive ones. Also, I have observed how youths that are shy have improved their self-confidence levels and become great leaders in the program. However, my motivation to conduct this study comes from wanting to understand more how Project Effort impacts participants in the long run. I have seen how former participants of Project Effort have been able to overcome adversity and become productive members of society. Many former members have gone into college and

entered the work force. Some have not. Many questions have haunted me during the last two years in regard to this phenomenon. One of the questions that I wanted to know more about is how former participants perceived Project Effort. Also, I wanted to see if their perceptions of Project Effort are aligned with their values, beliefs, and life skills. In addition, I want to learn more about how influential the program has been in their lives. It is my belief that obtaining the responses to the questions mentioned would allow having a better understanding of how a TPSR programs like Project Effort can guide the lives of former participants.

### **Subjectivity**

I identify myself with qualitative designs because recognize and take into account the subjectivity of the researcher (Glesne, 2005). The reality is that in any type of research, whether it is quantitative or qualitative; there is some kind of subjectivity by the researcher. For example, in quantitative research the mere act of selecting a research topic is a subjective process. Therefore, the purpose of this section is to explain my subjectivity (bias) as it relates to this study.

Part of being aware of your subjectivity is to be attuned to your emotions (Glesne, 2005). Hopefully, in this section the reader sees that I have feelings that might influence this study. However, the beauty of qualitative research is that it allows the researcher to be reflective about his/her own feelings and prejudices instead of ignoring them. By being reflective, it allows me to be more conscious about my emotions and judgment when conducting the study.

There are three reasons that support my belief that Project Effort may have a long term impact on former participants' lives. The first reason is that Project Effort is a youth development program that is aligned with my values and beliefs. I am convinced that Project Effort helps children become more responsible for themselves and the welfare of others. Also, I support the idea of using sports to teach values and life skills.

The second reason is related to Dr. Tom Martinek. Dr. Martinek founded the program 17 years ago, and has been the program director since then. During the time that I have known him, I cannot recall anybody saying that they do not like Dr. Martinek as a person. He can be described as a happy and positive person who is always willing to help others. I consider that his biggest assets are that he accepts everybody for who they are and sees potential in them. Dr. Martinek has been my mentor in college but most importantly in life. He has taught me different things that have been helpful in my formation as a professional and also as human being. I have no doubt in my mind that without him I would have not become the person that I am. At the professional level, he has increased my motivation for working with kids in the future regardless of the profession that I choose to do. Dr. Martinek is committed to the youth in the program; he genuinely cares for children, especially underserved ones. When he teaches, you can see his commitment when he talks about children; as a program director you can tell when he relates with the children. He always tries to be there for them no matter what. A lot of participants have said that when things get tough, they can always count on Dr. Martinek. It is important to see that all Dr. Martinek's effort and work has impacted in a positive way the lives of former members of Project Effort.

The third and final reason is related to my relationship with former and current members of Project Effort. I have spent a great amount of time working in the program and I have developed a positive relationship with most of the participants. I genuinely care about them and I want them to succeed in life. One of my favorite moments in life is when a current or former member does something positive. Honestly, I feel prouder and happier when they succeed than when I do.

### **Constructivist Paradigm**

The purpose of this study was to investigate the extent to which Project Effort has influenced former participants' lives. In order to understand such phenomena, a constructivist approach will be used (Lincoln & Guba, 2000). A constructivist paradigm does not support absolute knowledge; it sustains the idea "that multiple realities exist that are inherently unique because they are constructed by individuals who experience the world from their own vantage point" (Hatch, 2002, p. 15). The intent of this study is not to discover an absolute truth about the phenomena investigated because "truth" is subjective to the reality of each individual and no human being or researcher can claim that there is only one truth. In this paradigm, claiming an absolute truth is an act of ignoring the diverse experiences of human beings. The constructivist idea explains "that mutual engagement by the researcher and respondent construct the subjective reality that is being investigated" (Hatch, 2002, p. 15). Therefore, the researcher, in conjunction with the participants of this study, will converge on the process of co-constructing how they perceived the phenomena investigated. By taking this approach, the knowledge, experiences, and feelings that the participants bring to the research are acknowledged.

### **Pilot Study**

Five sections are presented to describe the pilot study conducted for this research. The first and second sections explain the nature of the pilot study, and the participant selection process. The third and fourth sections provide a brief summary of the findings, and the reframing of the research questions. The last section describes methodological revisions for this research.

#### **The Nature of the Pilot Study**

The rationale for this pilot study was test logistics and gather information that would help to improve the quality and efficiency of a future study. The research questions that guided this pilot study were:

1. How are the values, beliefs, and life skills of a former participant aligned with the experiences provided by Project Effort? (Related to Identity-Prescription Link)
2. How have the values, beliefs, and life skills of a former participant guided the way that he has live his life? (Related to Identity–Event link)
3. How has a former participant perception of Project Effort experiences guided the way that he has live his life? (Related to Prescription–Event link)

#### **Participant Selection**

Only one participant was selected for this pilot study due to the lack of participants available that meet the criteria for the dissertation study. However, the participant selected met both sampling techniques. He was a male older than 18, a former

member of Project Effort, born in the United States (native of origin), enrolled at a university at the time of the pilot study, and worked at a clothes store (trajectories).

### **Brief Summary of the Findings**

The findings of the case study shows that Lebron has been exposed to the TPSR values and life skills from two sources, Project Effort and his mother. Lebron was raised by his mother in an environment that for the most part was aligned with the experiences provided by Project Effort. However, the difference between Project Effort and Lebron's mother was the approach used to teach the TPSR concepts (values and life skills).

Lebron's mother used a discourse approach to get the message across, while Project Effort practiced structured activities that allowed Lebron to experience the TPSR values and life skills.

Findings also show that Lebron perceived the TPSR values and life skills as meaningful to his life. Resolving conflicts in a peaceful way was the only life skill that was not perceived by Lebron as really important. This illustrates that Lebron's identity in terms of values and life skills is aligned with the experiences provided by Project Effort. Finally, findings confirmed that all the TPSR values and life skills taught in Project Effort have helped mold Lebron's life. In addition, other themes that were learned in Project Effort like being enthused, reducing shyness and confidence have been valuable in different scenarios of his life. This demonstrates that the experiences provided by Project Effort have guided the way Lebron thinks and lives his life.

### **Reframing Research Questions**

One of the main contributions of the pilot study was that it helped the researcher reframe the research questions. There were three research questions in the design of the pilot study that were related to the each of the TMR linkages (Identity–Event, Prescription–Event, and Prescription–Identity). After analyzing the data, the researcher considered that it was important to modify the research question related to the identity–event link. The rationale for this decision was that the original research question for the identity–event link did not address information related to TPSR values and life skills learned outside Project Effort. Therefore, the researcher reframed the research question to address such phenomena because he felt that having information related to TPSR values and life skills learned outside Project Effort was relevant to the identity–event link.

### **Methodological Revisions**

The pilot study helped the researcher identify methodological changes in the data collection process. One of the changes was to add four more items to the demographic questionnaire (Where were you raised? Who raised you? Who are the closest people in your life? What are your hobbies?). The researcher felt that these four items provided important information regarding to the participant’s background.

Editing the wording of various questions of the interview protocol in session one (Appendix A) and two (Appendix B) were other adjustments that the researcher made. The idea of editing some of the questions in the first session of the interview protocol came after analyzing the data. The researcher felt that the information obtained was not specific to the research study. Therefore, the researcher decided to be more precise with

the questions by asking the participant to elaborate specifically on TPSR values and life skills.

Four questions in the second session of the interview protocol were edited because the answers given by the participant were too abstract. The researcher edited the questions so the participant could mention specific characteristics learned in Project Effort that has helped him in different contexts of his life.

An additional outcome of the pilot study was the reordering in session two of the interview protocol. The same questions that were edited in session two were moved ahead of the card sort activity to allow the participants to elaborate on those questions without being influenced by the values and life skills of the card sort activity.

Finally, this pilot study allowed the researcher to see that some of the answers provided by the participant were too short. The researcher felt that during the interview protocol he did not make the participant elaborate enough on questions related to how TPSR values and life skills guided the way that he has lived his life. To be more specific, the researcher felt that there were not enough examples that contextualized such phenomenon.

### **Research Design**

A qualitative research design was used in this study. The underlying epistemology of qualitative research is that the phenomena should be view holistically, the researcher operates in a natural setting, the focus is on the perception of those being study, and prior assumptions and conclusions should be avoided (Wiersma & Jurs, 2009). Since the intent was to provide the participants with an opportunity to share their life experiences in



relation to those in Project Effort, qualitative methods such as in-depth interviews and narratives were used in this study in order to gain a better understanding.

A multiple-case design was implemented to understand the phenomena investigated. Case studies, in general, arise out of the desire to understand complex social phenomena and allow the investigator to obtain holistic and meaningful characteristics of real life events (Yin, 2009). Yin (2009) defined case study as an “empirical inquiry that investigates a contemporary phenomenon in depth within its real life context” (p. 18). Case study has been useful for studying educational innovations, process and problems, evaluating programs, and informing policy (Merriam, 1998).

Yin (2009) enumerated three reasons when to use a case study. Wanting to investigate the “why” and “how” of a phenomenon is one of these reasons. This study is centered in wanting to investigate “how” Project Effort has impacted the life of former participants. Another reason is that the investigator has no control over behavioral events. The researcher investigates the phenomena without manipulating any behavior or variables. Finally, case study is also used when it focuses on contemporary events.

As mentioned early in this section, a multiple-case design was implemented to conduct this investigation. This design allowed the researcher to present multiple individual narratives from the participants. Narratives allow the investigator to systematically study personal experiences and create portraits of the participants (Ochs & Capp, 1996). In addition, a multiple-case design permitted the investigator to make a cross-case analysis of the findings of all those interviewed.

## **Site and Participant Selection**

### **Description of Project Effort**

Project Effort was developed seventeen years ago in response to requests by local school officials and teachers for alternative programs to help address the personal and social needs of their students. The participants of the program were, and still are, recommended by teachers, counselors, and principals because of their struggle within the school culture. Students recommended to Project Effort were more susceptible to school suspension, combative behaviors and showed indifference toward school (Martinek, Schilling, & Johnson, 1999). Also, Guilford County elementary teachers reported seeing more angry and violent children in their classroom, especially in the underserved areas of Greensboro. In response to these youth issues, Project Effort was created with the main goal of getting children to reinvest their energies in schooling and become healthy, competent young adults (Martinek, Schilling, & Johnson, 1999).

Presently, Project Effort is running the programs for two low income immigrant communities: Avalon and Glen Haven. Most of the children are from Africa and Asia and some have come to the United States as refugees. It is clear that Project Effort has adapted to the rapid growth of immigrant population and is reaching out to meet the needs of its youth in Greensboro.

### **Project Effort Components**

The following section describes the various components in Project Effort: (a) the sport clubs, (b) the mentoring program, and (c) the Youth Leader Corps.

**After-school sports clubs.** The primary purpose of the sport clubs is not to recreate or develop sport skills among participants. Rather, the sport clubs focus on teaching participants to take more responsibility for themselves and for others (Martinek & Ruiz, 2005). Schilling and Martinek (2001) elucidated that the Sport clubs help elementary and middle school children develop personal and social responsibility skills through participation in a value-based sports program. To accomplish this, Project Effort uses the TPSR model as a framework for developing learning experiences for its participants.

A typical sports clubs session is divided in four parts. An unstructured period of social or self-directed activity is the first part. The session allows the participants to work on their own to improve their sport skills. A group meeting, the second part, serves to discuss with the participants the goals of the day (e.g. working on effort), and to reinforce the general goals of the program. The next part is activity time. Kids participate in structured sports or physical activities that reinforce the values and goals of the program. The program usually ends with a group reflection in which kids are engaged to reflect on their behaviors and the values of the program (Martinek & Ruiz, 2005).

**Mentoring program.** Club members often struggle to apply the values and goals that they learn in the sports club into school. Therefore, the mentoring program was created to help participants transfer the values and goals learned in the sport club into their schools, homes, and communities (Martinek & Ruiz, 2005). The focus of the mentoring program is on working on goal setting to redirect poor academic performance and social behaviors (Martinek, Schilling, & Johnson, 1999). Also, goal setting helps

children gain a sense of control over the successes and failures in their social and school life.

To accomplish the mentoring program goals, graduate and undergraduate students spend an additional two hours working each week with the students at the school site. During the semester and sometimes the full year, the mentor works with the same child using the TPSR model as a guide for the goal setting section (Martinek, Schilling, & Johnson, 1999). To keep track of the progress of the mentee, each mentor is asked to fill out a mentor journal sheet on a weekly basis. The mentor journal sheet describes the types of goals set, the strategies that are used to reach the goals, how did they did on the previous goal, and general impressions of the mentoring sessions. All mentors have taken a mentoring class for at least one semester. The mentoring class trains each mentor on multicultural competence, knowledge of the sports club, understanding social and emotional differences among children in youth, and goal setting (Martinek & Ruiz, 2005).

**Youth Leader Corps.** The Youth Leader Corps is an advanced component of Project Effort. The goal of the Youth Leader Corp program is to provide leadership opportunities to middle and high school students by serving young children, ages 8-12, from the Boys and Girls Club and other parts of the community. Most of the youth leaders that participate in the Corps have graduated from the sport club. The program allows youth leaders to run their own sport club one day a week during most of the school year. That is, that youth leaders are responsible for organizing sport activities and

conducting one-hour lessons to younger kids that focus on the responsibility model (Schilling & Martinek, 2001).

Before running their own sport clubs youth leaders receive at least two training sessions by Project Effort staff members. In these sessions, they are asked to take responsibility for planning and conducting lesson plans according to the responsibility model format and goals. Also, the youth leaders are paired with a Project Effort staff member who assists them through the entire process (Martinek & Ruiz, 2005). In a typical session, the youth leaders have to prepare their teaching station, impart their lesson according to the responsibility model (e.g. conduct awareness talk, teach the sport activities, and engage kids in reflection), participate in a group reflection with their peers, and prepare their lesson plan for the next week.

Service Learning is a relatively new component in the Youth Leader Corps. It started two years ago when the program director, Tom Martinek, came up with the idea of providing youth leaders the opportunity to serve others in the community. The purpose of this component is to provide youth leaders with service learning opportunities that will allow them to transfer their leadership skills acquired in the program to other environments. Also, by being in another environment youth leaders can learn new skills or reinforce previous ones.

The service learning experience consists of hosting homeless single mother families in the area of Greensboro for a week. With Project Effort staff assistance, youth leaders are responsible for planning and running the shelter for the week. They are responsible for preparing the family rooms, preparing meals, washing dishes, playing

with the kids, and attending any issues that arise during the week. At the end of the week, the youth leaders and Project Effort staff meet to discuss the outcomes of the shelter and to make recommendations for future shelters.

### **Rationale for Selecting Project Effort**

Project Effort was selected for a couple of reasons. The main reason was because Project Effort represents a youth development program that uses the TPSR model as a framework and the intent of this research is to investigate how Project Effort have guided former participants' lives. Another motive is that Project Effort has been serving underserved youth for 17 years. Thus, there is a big pool of subjects that meet the sampling criterion. The final reason that Project Effort was selected as a site was because the researcher has been a part of the program for three years. It permits the researcher to further understand the purpose and goals of the program.

### **Sampling**

Five participants participated in this study. Two purposeful sampling techniques were used to recruit participants for this study (Patton, 1990). Criterion sampling was one of the techniques. This technique permits the investigator to set various criteria that all participants must meet in order to obtain relevant data. The screening process for the criterion sampling consists of two criteria. All participants were older than 18 and members of Project Effort for at least three years. The last criterion, being a former member of Project Effort, was selected in relation to the element of prescription in the TMR. This means that all participants had to be involved in the program for a prolonged time.

Maximum variation sampling is the other technique was used in this investigation (Patton, 1990). In qualitative research this technique is used to understand how a phenomenon is perceived by different types of people in different types of setting (Cohen & Crabtree, 2006). Also, maximum variation sampling helps the researcher to “capture and describe the central themes or principal outcomes that cut across a great deal of participants” (Patton, 1990, p. 172).

There was a screening process of three criteria in regard to the maximum variation sampling. The gender of the participants was one of the criteria; two of the participants were male and three female. The second criterion was related to the native origins of the participants. Two of the participants (a male and a female) were born in a foreign country. The remaining participants were from the United States. This allowed the researcher to provide different perspectives based on gender and native origins. Finally, the third criterion was related to the trajectories of the participants. Participants’ trajectories in this study were the workforce, college, and parenthood.

### **Procedures**

With the approval of the University Institutional Review Board for the Protection of Human Subjects (Appendix C); the investigator, with the help of Dr. Tom Martinek, Director of Project Effort, identified former Project Effort members who met the criteria for the study. Then, the investigator contacted the participants individually to explain the purpose of the study, and to ask them to participate. Consents forms (Appendix D) were distributed and returned the following week.

Once the participants returned the consent forms, the researcher discussed the schedule with the participants for the two interview sessions. Before the first interview, the participants filled out a demographic questionnaire. All interviews lasted approximately one hour and were recorded on a digital recorder. There was a period of approximately seven days between interviews. All interviews were conducted in a conference room at the University of North Carolina at Greensboro. Member checks were conducted three weeks after the last interview. Location of the member check was in the same location where the interviews took place. The participants received a thank you note at the end of the interviews.

### **Data Collection**

Three data sources provided information for this study. Table 3.1 provides an overview of the data sources. The demographic questionnaire (Appendix E) provided basic information such as gender, name, age, and ethnicity. Also, it included information about the participants' family, religion, education, and work history.

A second data source was semi-structured interviews. This was the primary method used in the research study. Semi-structured interviews are considered a key research tool in multiple-case studies designs (Merriam, 1998). This type of interview format is based on the assumption that the participant defines the world in unique ways. Semi-structured interviews permit the researcher to be flexible, and guided by a list of questions or issues to be explored. According to Patton (1980), the purpose of this type of interview is "not to put things in someone else's mind but rather to access the perspective of the person being interviewed" (p. 196). Finally, the interviews allowed the researcher



to obtain valuable data that could not be obtained through observation. The research was established on the perceptions, reflections, and memories of the participants.

**Table 3.1**

*Overview of Data Source*

<b>Data Source</b>	<b>Objective (s)</b>
Demographic Questionnaire	Obtain demographic information
First Individual Interview	Acquire information about how participants describe their life after participating in Project Effort
	Get information about Identity-Event link
Second Individual Interview	Obtain information about participants' participation in Project Effort
	Acquire information about prescription-event link and identity-event link
Member Check	Get member check

Two interviews were conducted for each participant. The first interview session (Appendix F) was divided in two parts. In the first part, the researcher obtained information about the participants' perceptions of their life experiences after participating in Project Effort (Events). The participants were asked to elaborate on their most significant events, their experiences, and the challenges that they have confronted after culminating their participation in Project Effort. The purpose of the second part of the interview was to obtain information about the importance that TPSR values and life skills have to the participants (prescription–identity link). A card sort method was used to

obtain this information. Follow-up questions were asked on how they have applied these TPSR values and life skills.

The second interview (Appendix G) was also divided into two sections. The purpose of the first section was to obtain demographic information related to participation of the participants in Project Effort. The second section of the interview focused on where and how the participants acquired the TPSR values and life skills and if they have applied them in their lives. Participants responses determined whether is related to the prescription–event link or identity–event link. This information about where and how they learned the values and life skills were also obtained through the card-sort activity. Follow-up questions were asked that concentrated on how the participants have applied what they have learned in the program into their lives.

A card sort method was used in both interview sessions for questions related to values and life skills. The purpose of using the card sort was that it provided an alternative method for obtaining important information related to the questions asked, rather, than just relying on the participant’s memory and ability to communicate during a short period of time.

The procedure for creating the card sort for both interview sessions consisted of two steps. First, the researcher created a list of eight life skills (Appendix F) and five values (Appendix G). All the values and life skills on the list were related to TPSR values and life skills taught in Project Effort. Each life skill and value on the list was written on a separate index card. The second step consisted of creating three categories where the participants would classify the values and life skills. For the first interview session, three

categories were created (i.e. “really important,” “kind of important,” and “not very important”) in order to obtain information about what are the most important life skills and values that they possess as a person. Another three categories were created (“acquired in Project Effort,” “acquired in another place,” and “not acquired at all”) for the second interview session in order to obtain information about the values and life skills that the participants acquired in Project Effort.

Four steps were used during the collection of card sort data. First, the decks of cards were shuffled before each interview so that cards were in random order. Second, three files representing each of the categories (the specific categories depend on the interview session) were placed on the table. Third, the participants received the pile of cards prepared by the researcher. Finally, the participants were asked to classify each of the cards according to the categories that were on the table.

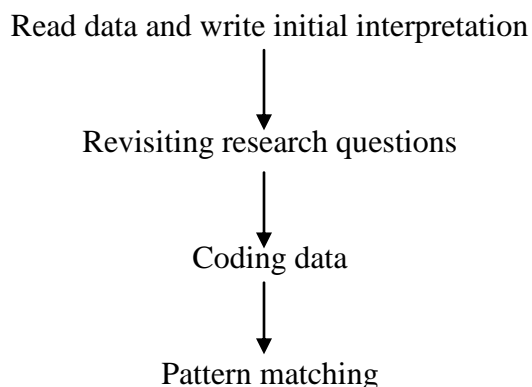
The order of the interview was purposely selected by the investigator to avoid influencing the responses of the participants with previous questions. The first session of the interview does not focus on the participants’ perceptions of Project Effort (prescription) for two reasons. The first was to avoid influencing the participants with questions related to prescription when they were answering identity questions (i.e. involvement in Project Effort). The second reason was that it allowed the researcher to see if their identity and prescription were aligned (prescription–identity link).

The member check procedure consisted of two phases. The first phase was for participants to read the written transcript of both interviews and verify that the

transcription was accurate. The second phase was used to clarify any doubt that the researcher had in relation to participants' conceptual responses in both of the interviews.

### **Data Analysis**

Yin (2009) explains that analyzing data in case studies “depends on an investigator's own style of rigorous empirical thinking, along with the sufficient presentation of evidence and careful consideration of alternative interpretations” (p. 127). This study focuses on a 4 step approach created by the investigator to analyze the data of each case. Figure 3.1 provides a brief overview of the data analysis process. It is important to mention that all interviews were recorded on a digital recorder and transcribed verbatim by the researcher. Data analysis was conducted with another external investigator in order to increase the reliability of the study. All of the data analysis procedures were discussed with the external investigator before analyzing the data. In addition, extensive discussions were encouraged if there were differences between the investigators when coding the data. The purpose of the discussion was to reach an agreement on the interpretation of the data.



**Figure 3.1. *Data Analysis Process***

To analyze the data, an a priori coding system was used in this study. This system allowed the researcher to establish three categories based on each TMR linkage to accommodate the analytical units. Reading the data and writing down initial interpretations were the first steps in the data analysis procedure. This process focused on understanding the participants' intentions and meaning rather than coding. The second step consisted of revisiting the research questions. It allowed the investigators to refresh their minds about the lens that should be used when coding the data. The third step consisted of coding the data. During the coding process, the researcher read and re-read the data and divided it into meaningful analytics units. The process ended when there were no more analytic units to identify. Then, the researcher assigned a category to the analytics units that were identified during the coding process based on the three TMR linkages. An example of how categories were assigned to the analytics unit can be seen in Appendix H. Pattern matching was used to move from coding to interpretation. This step was used to analyze the data once it had been segregated into each of the three categories (Yin, 2009). Pattern matching allowed the investigators to analyze and compare data with the research questions. In the case of this study, data was analyzed and compared with the TMR elements and linkages.

### **Trustworthiness**

Data analysis triangulation was used to ensure the trustworthiness of this study. The data analysis triangulation consisted of two procedures: member check and an external investigator. A constructivist approach was used in this study therefore a member check was used to ensure that the research findings accurately represent the

realities of each participant. The second step consisted of having an external investigator collaborating in the coding and data analysis process.

## **CHAPTER IV**

### **INDIVIDUAL CASE FINDINGS**

This chapter provides individual case findings for five participants. Each case is presented in four phases. The first phase provides background information related to participants' past experiences in different contexts of their life after culminating participation in Project Effort (Events). The second phase explains whether the participants' identity, in terms of values and life skills, is aligned with the TPSR values and life skills that Project Effort imparts (Prescription–Identity Link). The third phase describes how TPSR values and life skills learned by the participants in Project Effort have guided their lives (Prescription–Event). The final phase explains how important TPSR values and life skills learned by the participants outside Project Effort have guided their lives (Identity–Event).

To protect the privacy of the participants in this study, a pseudonym has been given to each of the participants. Some of the participants selected a pseudonym or pseudonyms were provided for those participants who did not select a pseudonym.

#### **Case 1—Bob**

##### **Background Information**

Bob is a 21-year-old male born in Liberia, Africa. He lived in Liberia until he was 10 years old and attended multiple schools during his early childhood. One of the schools he attended was an Arabic school, which he attended due to the Muslim teachings given

by the institution. Bob stated that in order to attend this school he had to spend time away from his family and only saw his family and friends at the end of each semester.

Typical days for Bob were described as repetitive, he mentioned that he did not participate in any extracurricular activities, describing his daily activities as going to school and doing homework after. What Bob enjoyed the most was going to his grandmother's house, located in the country side. He found happiness in playing in the corn fields and eating fruits.

Bob described his years in Liberia as "rough" and "hard" because he did not understand what was happening around him with the war in Liberia at the time. Bob explained that there were times that his mother had to pick him and his brothers up early from school in order to protect them because she perceived that certain things were going to happen. In addition, he recalls hearing gunshots on a regular basis and having to move away for some time until everything was over.

In relation to his family, Bob is the second youngest of three brothers and a sister. After moving to the United States from Liberia, Bob was raised by his mother in Pennsylvania until he was 15 years of age. Shortly after, Bob and his little brother moved to North Carolina to live with his uncle. Bob indicated that his little brother is the closest person in his life because they have always been together and share the same thoughts and ideas. Describing his brother he said:

He is fun to be around, he is fun, he is very passionate, very driven, very self-motivated. We kind of share the same thoughts and ideas, so we get along well, better than the rest of the family.



Bob was born into a very religious family and indicated that religion took a precedent in everything related to his family. He explained that he does not spend too much time with his family because he is not that close to them. In fact, he only sees his family occasionally when they gather for family activities. He described his family as “normal” but also sometimes “dysfunctional,” also saying he does not agree with them in a lot of things. Bob mentioned that there are a lot of disagreements and fighting between family members that he does not like.

Presently, Bob is living with his little brother in an apartment that he rents. He explained that most of his free time is spent with his brother, playing basketball, and working out in the gym. In terms of household responsibilities, Bob indicated that he pays all the bills and makes sure that the house is clean. His brother is in charge of cooking and helping keep the house clean.

Bob described his educational experiences in school as “pretty normal.” He did not participate in any after-school program. Bob mentioned that during his school years he did not have too many friends, and that he confronted various challenges. Having conflict with other students was one of the challenges. Bob explained that there were instances in which other students wanted to start fights with him for no reason at all. Also, he indicated that he had to deal with racist jokes and comments made by other students. Bob also said that he confronted academic challenges. He indicated that he struggled in some classes most of the time because he was focus with his work after school. Speaking English was not an academic challenge for him because he learned it in Liberia.

Going to weight training class was what he enjoyed most during his school years. He said that weightlifting was a coping skill to reduce stress and forget about certain things. He stated:

Basically, I was a person that didn't like to be under stress, so I used weightlifting and basketball to release my stress and stop thinking about certain things. I forgot about things that were happening in my life.

Bob started working four years ago, when he was 17. He worked for two years in a company that provides consumer products in the areas of pharmaceuticals, cleaning supplies, personal care, and pet supplies. Presently, Bob is working two jobs. His full time job is with a North Carolina textile company, where he has been working for the past 16 months. Bob explained that he took that job because he needed the money.

Bob is a machine operator in the textile company, his responsibilities include making sure that the machines are running effectively and shipping the fabrics to different parts of the world. He went on to say that most of the time there is nothing much to do at work. He said that he spends a lot of the time using his phone and sitting around talking to colleagues.

Bob's part time job is in real estate, where he has been working for the last year. Bob explained that he got involved because he wanted to try new things, and by watching TV shows related to real estate. Currently, Bob is working by himself; however, he does not have a real estate license, and sometimes has to work in collaboration with a licensed real estate agent when he has to acquire a property. Bob's responsibilities are to identify a

home, get an appraisal, assess the property, and submit offers. Once his offer is accepted, he refinances, renovates, and sells the property.

Bob was able to identify only one main challenge that he experienced after graduating from Project Effort. He explained that after he graduated from High School and Project Effort, he was confused about what he wanted in life:

After I graduated from high school, I was confused. I didn't know what to do. I didn't know if I wanted to go to a 4 year college or if I wanted to keep a job. I was just confused, didn't know what to do.

Also, Bob explained that his expectation about life changed when he decided to move out of his uncle's house to live with his little brother. At that particular time he realized that life was not as easy as he imagined. He realized that there were some responsibilities that needed to be taken care of, such as paying the bills at the end of the month.

Bob joined Project Effort when he was 16 years old. He attended the program for a period of four years. His participation in Project Effort was only with the Youth Leader Corps. He never participated in the sport club. He learned about the program through a lady who used to work in a community tutorial center that he attended occasionally to get help with school work. Bob explained that he joined the program because he wanted to do new things and meet other people. Before Project Effort, Bob described himself as a reclusive person who wanted to be by himself most of the time. He believed this to be the reason that he was recommended to participate in Project Effort.

### **Bob's Perception of TPSR Values and Life Skills (Prescription-Identity Link)**

**Importance of TPSR values.** **Respect, helping others, and leadership** were the three TPSR values that Bob categorized as really important in the card sort activity. He classified the TPSR value of **respect** as important because he believes that with respect, people can accomplish more than without it. Bob also considers that with respect people can get along better and can create a welcoming environment. In relation to **helping others**, Bob thinks that it is indeed important because in some way or another, everybody needs help. Also, he explains that helping others can bring people together. In regards to **leadership**, Bob considers that being a leader is truly important for various reasons. The first reason that he mentioned was that he did not want to be a follower in life. He revealed that he simply does not want to follow somebody else's footsteps. The second reason is related to personal responsibility, he went on to explain that he wanted to be responsible for his actions. The final reason is that he wants to influence other people to do well.

**Accepting others and caring** were the two TPSR values that were categorized by Bob as kind of important in the card sort activity. He said that he categorized the TPSR value of **accepting others** as kind of important because he believes that there are people that do not want to be accepted. He stated:

You only accept people that want to be accepted, because certain people don't want to be bothered at any time of the day, at any time, any hour any moment. They don't want to be accepted. If you want to be accepted, I accept you. If you don't want to be accepted, then oh well, there you go.

In relation to the TPSR value of **caring**, Bob gave a similar explanation of why he categorized as kind of important. He believes that there are people who do not want to be cared for. He mentioned that there are times in which people reject help because they may think there could be potential harm by the helping person. Also, he explained that there are people that do not like to be helped because they feel that they know it all.

**Importance of TPSR life skills.** Six out of eight TPSR life skills were categorized by Bob as really important to him in the card sort activity. **Being reflective** was among the six life skills that were categorically important to his life. He believes that being reflective is important for three reasons. The first two are that by being reflective people can reflect on past experiences, and avoid committing the same mistakes. The last reason that Bob provided was that by being reflective, people can make positive changes in their lives. **Resolving conflict in a peaceful way** was another TPSR life skill that was categorized by Bob as very important. Bob explains that resolving conflict in a peaceful way is very important to his life because he considers himself a non-violent person. In addition, he believes that solving problems with violence is not the solution:

I'm not a violent person and I don't intend to be [pause] and I wish I never come across a situation where I have to be super violent or violent at all. There is no situation were a problem has been solved by being violent.

**Communication** was also among the TPSR life skills that were categorized as really important. He believes that communication is important because it facilitates solving interpersonal problems. Bob also said that people cannot accomplish things without communication. Another TPSR life skill that was categorized by Bob as

extremely important is **Effort**. He explained that it is very important for him to give his best on everything he does; he also correlated effort with success. **Self-direction** and **teamwork** are the remaining two life skills categorized by Bob as truly important. Bob associates **self-direction** with not being a follower, not relying on other people to do things, and self-motivation. Of this he said:

Like I said, I'm a leader and I don't like to be commanded by anyone. I try my best to self-direct myself, so I don't have to rely on anybody to do it for me. I'm a self-motivator, I motivate myself.

In regard to **teamwork**, Bob believes that it is vital for him, and his friends to learn to work with others. When referring to the TPSR life skill of teamwork, Bob said that "one finger cannot pick up a stone." He explained that he was referring to the fact that two or more people can be more effective and get a lot more things done than a single person.

**Goal setting** and **planning** are the only two TPSR life skills that were categorized by Bob as kind of important in the card sort activity. In relation to **goal setting**, he explained that goal setting is not very important for him because he likes to be spontaneous. Also, Bob mentioned that he does not like to set long-term goals because it causes stress on him. In regard to **planning**, he stated that he kind of makes plans, but only to a certain extent; he likes to be spontaneous and have some flexibility. Bob also mentioned that planning puts pressure and stress on him, as was the case for goal setting.

### **Influence of Project Effort in Bob's Life (Prescription–Event Link)**

**TPSR values acquired in Project Effort. Helping others, accepting others,** and **leadership** were identified by Bob in the card sort activity as TPSR values that were acquired through participation in Project Effort. In relation to **helping others**, Bob indicated that he learned to help others by working with kids in Project Effort, while helping kids with the sports activities that he was teaching. In regard to **accepting others**, Bob mentioned that he learned this value by relating to other people in Project Effort. He explained that before participating in Project Effort, he was not around people on a regular basis. When he started working as a youth leader in Project Effort, he began to relate to people from different nationalities and backgrounds:

I wasn't really a people's person. I'm not used to being around a lot of people. In Project Effort, here, being here, I was able to talk to a lot of people from different nationalities, different backgrounds, and different cultures.

**Leadership** was the third TPSR value that Bob acquired by participating in Project Effort. He indicated that he learned to be a leader by talking in front of the kids, motivating them to do well, and encouraging them to have a positive behavior.

**TPSR life skills acquired in Project Effort. Teamwork, being reflective, communication, goal setting, and planning** were identified by Bob in the card sort activity as TPSR life skills that were acquired through participation in Project Effort. In regard to **teamwork**, he indicated that he learned the concept of teamwork by working together with other youth leaders during the lessons with younger participants. In relation to **being reflective**, he explained that he learned to be reflective by having the kids reflect

on the daily activities. Bob also mentioned that he would ask them to reflect and give feedback about the things that they learned during the activity:

You get feedback from the kids, and it's really important. Sometimes you feel you are teaching or you are saying something, and they are not listening. But when you ask them what they learn from that lesson, you have answers coming from everywhere, and they are good answers.

Bob also learned the TPSR life skill of **communication** when he was a member of Project Effort. He mentioned that before his participation in the program, he did not know how to communicate, feeling his communication skills greatly improved during his participation in Project Effort:

Project Effort really enforced that side of me [referring to the TPSR life skill of communication]. I always wanted to talk to people, I always wanted to be around people, but I didn't know how, I didn't know how to approach people. With Project Effort, I learned to talk diligently, without saying the wrong thing or without saying something offensive to somebody.

Also, he mentioned that he learned to improve his communication skills by listening to the kids that he taught:

Basically, the kids are going to talk, they are going to tell you things and you have to listen, and give them a positive feedback. If you don't listen to them, they tend to get angry, and they feel like they are not being part in whatever you are doing. It really helps telling them good job, and I think that's nice. You should do this or you should not do that, you should give him a positive feedback, they like that.

**Goal Setting** and **planning** are the remaining two TPSR life skills that were acquired by Bob through his participation in Project Effort. Both of these life skills were learned by preparing lesson plans every Friday for the following week. He mentioned that preparing



lesson plans was very helpful because it reminded him what he needed to do in terms of the activity, and the goals of the day.

**Other character traits identified.** Bob acquired five additional character traits through his participation in Project Effort. These character traits were identified when Bob was asked to mention the goals of Project Effort. **Being ready** is one of the character traits. Bob explained that he learned to be ready by being physically and mentally focus to work with the kids when they arrive. He mentioned that in order to be ready, he did things such as setting his station, and reviewing the lesson plans that he prepared the previous week.

**Being enthused** and **being with it** are among the five character traits that Bob gained through his participation in Project Effort. In regard to **being enthused**, Bob explained that he learned it by getting involved in the activity and showing the kids how fun the activity can be. He believes that his involvement in an activity determined whether the kids had fun or not. In relation to **being with it**, Bob revealed that he learned it when he was a youth leader by monitoring what the kids were doing and making sure that the activities were done properly.

**Being a role model** and **responsibility** are the last two character traits identified by Bob. As far as being a role model, Bob explained that he learned by watching the behaviors of the program director:

Doc [referring to the program director] was a role model to everybody, he did the right thing, he used the right words, he made you feel comfortable, and he made you feel welcome. So you won't feel out of place. If you had a question about anything, he would answer as well as anyone else would. Most of the time better than most people would. So, he was definitely part of that role model moment.

When talking about **responsibility**, he mentioned that when he started in the Youth Leader Corp he did not feel completely responsible for the kids. He explained that during his participation in the program, the program director made him understand that he was completely responsible for those kids and that he needed to look out for them.

**TPSR values and life skills that have been useful in Bob's work experiences.**

Bob did not identify any TPSR value learned in Project Effort that has been useful to his working experience. In regard to TPSR life skills, **being reflective** and **communication** were the only two TPSR life skills learned in Project Effort that have been valuable to his working experience. In relation to **being reflective**, Bob said that the nature of his job in the textile company does not demand him to be reflective at all times. However, when he is working in the real estate business, he reflects on his decision making:

Because when I think, when I am making decisions, I think, is this going to be good? How is this going to affect me in the long run? How is it going to be, three four weeks, three four months from now? Is this going to be good or is it going to improve. I reflect on things like that. Based on property, I got like that and what have I looked before. When I go and see a property, and I see a messed up carpet, I know from a messed up carpet before, how much is going to be worth fixing. And, what is a good deal. I reflect based on what I have done before.

**Communication** has also been useful when working in the real estate business. He mentioned that communication has helped him in the negotiations process. For example, he explained that instead of fighting about something, it is better to negotiate back and forth until reaching an agreement.

Only two out of the five character traits that Bob acquired from Project Effort have been beneficial in his working experience. **Being enthused** is one of the character

traits. Bob explained that being enthused has helped him to communicate with other people in the real estate business. The remaining character trait is **being with it**. In the real estate business, he mentioned that he is with it by studying everything that he needs to know about the property. For example, when he is considering acquiring a property, he studies everything about it; location of the apartment, things that need to be renovated or fixed, and the amount of money that he can make if the house is sold.

**TPSR values and life skills that have been useful in Bob's relationship with family and friends.** **Helping others** and **accepting others** were the only two TPSR values learned in Project Effort that have been useful in Bob's relationship with family and friends. In regard to **helping others**, Bob helps his little brother in multiple ways. He explains that his brother lives with him in his apartment without paying rent or any other bills. Giving advice is another way that Bob helps his brother, saying that he always gives advice to his brother about relationships because his brother does not relate well with girls. One piece of advice that he gives his brother is to apologize to his girlfriend, and tell her "baby I am sorry" because Bob believes that every girl wants to hear nice things. In regard to **accepting others**, Bob accepts others by building friendships with people from different countries and backgrounds. He explained that when he moved to the United States he developed friendships with people from other countries and he learned to accept their cultures and ways of living. In relation to TPSR life skills, Bob did not identify any TPSR life skills learned in Project Effort that have been applicable to his relationship with his family and friends

### **Other Influences in Bob's Life (Identity–Event)**

**TPSR values acquired through other sources.** **Caring** and **Respect** were categorized by Bob in the card sort activity as TPSR values that were acquired through other sources not related to Project Effort. In relation to **caring**, Bob mentioned that he learned to be caring through his parents. He explained that his parents always told him and his siblings to take care of each other. **Respect** was the other TPSR value acquired outside Project Effort. Bob learned to respect through his religion:

I went to an Arabic school in my early age education. That was one of the main concepts. That's one of the focuses of being Muslim. The main thing is to respect yourself and others.

**TPSR life skills acquired through other sources.** **Effort**, **self-direction**, and **resolving conflict in a peaceful way** were categorized by Bob in the card sort activity as TPSR life skills that were acquired through other sources not related to Project Effort. In regard to **effort**, Bob said that having determination was something that always resonated in him. Furthermore, he said that he has always worked hard to obtain his own things. In relation to **self-direction**, Bob made clear that he has always been a self-motivated person, and that he could always direct himself in life. In addition, he mentioned that he does not like to depend or rely on other people.

**Resolving conflict in a peaceful way** is the last TPSR life skill obtained outside Project Effort. Bob explained that it was taught by his religion, adding that to avoid conflict he was taught to respect other people's opinions and not to ask offensive questions:

We were always taught to respect other people's opinion, not to cross the line, not to ask people certain things that are offensive. Just respect other people's opinion. If you don't do that, that can lead into a conflict.

### **TPSR values and life skills that have been useful in Bob's working**

**experiences. Respect** is the only TPSR value learned outside Project Effort that has been applicable in Bob's working experience. He mentioned that he respects people on a daily basis because he believes that everybody is entitled to respect. In relation to work, he mentioned that he respects each person that works with him in the textile company.

**Effort** and **self-direction** are the only two TPSR life skills learned outside Project Effort that have been applicable to his real estate job. Giving **effort** and being **self-directed** allowed Bob to start his real estate business. It was hard for him because he did not have guidance, preparation or background knowledge in real estate:

My real estate business, it's very tough. And, I had to do all my research. I had to go to all the places by myself. I had to buy what I need necessary. And I had to give 100 percent, like I said. There was no rope to climb. I had to create my own rope. Even though I'm not on the top, I'm still hanging, giving it my all. I'm not done yet. I'm still giving it some more. Sometimes I feel like I'm tired, I think what I want to do and where I want to be at and I just give everything that I have.

### **TPSR values and life skills that have been useful in Bob's relationship with**

**family and friends. Caring** and **respect** are the only two TPSR values learned outside Project Effort that has been useful to Bob in his relationship with family and friends. In relation to **caring**, Bob explained that he cares about his brother and friends. The way that he shows it is by giving advice about life. For example, he tells his friends to manage their money wisely instead of spending it on things that are not necessary. In regard to

**respect**, Bob indicated that he respects his brother. One way that he demonstrates this is by talking to him privately and not in front of others whenever there is something that he does not like:

Me and my brother, we always have arguments; sometimes he will bring girls over, and stuff like that. And, they will sit around and mess the place up, doing total crazy stuff. I don't talk to him in front of people, because I want to give him that respect, give him his space. I give him his own time when he comes with his girlfriend. If I ever get the chance to talk to him, I bring it up, remember what you did the other day, you really need to step it up, stop doing that.

In relation to TPSR life skills, Bob did not identify any TPSR life skills learned in Project Effort that have been applicable to his relationship with his family and friends

**TPSR life skills and values that have been useful in other scenarios.** Bob indicated that **resolving conflicts in a peaceful way** has been useful to him in life to avoid further confrontations. He mentioned that there has been time where he has been verbally and physically attacked, and he had the choice to retaliate or walk away. He mentioned that he was able to walk away from the situation without retaliating because he believes that fighting is not the solution to solve problems.

## **Case 2—Gino**

### **Background Information**

Gino is a 21-year-old male who was born in Bronx, New York. His family moved to Greensboro, North Carolina, when he was six years old. Gino described himself as an easy person to get along with, a good brother, a good son, and as person who is willing to do and try new things. For fun he indicated that he likes to play basketball and hang out with his friends. Gino is the second oldest of two brothers and a sister, all of them were

raised by both of their parents. Currently, he lives with his parents, younger sister (16 years old), and his younger brother (19 years old). Gino described his relationship with his siblings as “close” because of the fact that they grew up together and have always been around each other. Gino indicated that his parents are the closest people in his life because they always help him; he can talk to them about anything, and they give him advice and motivate him to do well:

Because they have help me when I have needed help. I can talk to them about anything. And they just, they just give me advice to get through life. And they motivate me to do well.

Gino also described the relationships between family members as very “close” because they try to spend time together and help each other in any way they can. He explained that his family always tries to have dinner together because that is when they can talk and spend time together. Gino’s roles in the family are to take care of his younger siblings and to do some household chores such as cutting grass, cleaning the bathroom, washing dishes, and doing laundry. In addition, he mentioned that he was the first family member to go to college. His parents only have a high school diploma.

Gino described his educational experience in school as “average.” Academically, he explained that he got to experience different subjects in school. Socially, Gino mentioned that he developed friendships with other people. He explained that most of the relationships that he developed were through participation in sports. He indicated that during his school years, he played a lot of recreational basketball and that led him to meet most of his friends. The most significant events in Gino’s school experience were

participating in Project Effort, going to the homecoming dance and senior prom, and participating in civic activities.

Gino said that what he enjoyed the most during his years in school were hanging out with his friends and participating in Project Effort. He also mentioned that his years in school have guided the way that he lives his life in terms of striving for the best that he can be, achieving goals, and developing study habits. Gino confronted some academic challenges. He explained that he struggled with a United States civics class and a couple of his math classes. Gino took tutorial sections after-school to deal with these challenges.

Going to a university was identified by Gino as one of the most significant events in his life. The university that Gino has been attending for the past two years is in the same city that he was raised. During his first year, Gino was majoring in computer engineering but decided to change majors because he did not like it and felt that he would not enjoy a career as a computer engineer. Currently, he is majoring in agriculture education. Gino stated that he takes an average of 16 credits hours per semester.

Gino explained that his college experience has helped him mature as a person. He thinks that by being exposed in college to people with different backgrounds, cultures, and environment has made him mature. Also, he believes that his university experience has helped him be more independent in terms of not relying too much on his parents. Gino perceives college as a place in which effort is the key for being successful or not:

College is what you make it. If you make it hard, it's going to be hard but if you put effort into it, I'm sure that you are going to succeed.



Time management has been the only challenge that Gino has confronted during his experience in college. Gino mentioned that during his freshmen year he was spending too much time in doing fun things with his friends instead of studying. However, he mentioned that during his sophomore year he has dedicated more time to studying. This decision was made because he wanted to improve his grades.

Gino joined Project Effort when he was 13 years old. He was in the program for a period of six years. The first two years he participated in the sports club. He learned about the sport club because a couple of friends told him that the program was fun. Gino decided to joined the program because he wanted to do something after-school. After participating in the sports club, he joined the Youth Leader Corps and participated for a period of four years. The reason for joining the Youth Leader Corps was because the program director asked him to be a leader in the program. Gino mentioned that he participated in the Youth Leader Corps for a long time because he enjoyed working with and helping kids.

### **Gino's Perception of TPSR Values and Life Skills (Prescription–Identity)**

**Importance of TPSR values.** **Helping others, respect, and accepting others** were the three TPSR values that Gino categorized as really important in the card sort activity. He classified the TPSR value of **helping others** as really important because he thinks that it is important to help people as much as you can. Also, Gino believes that if you help people they might help you back in the future:

People will have your back if you had their back just because you helped them out. You never know in the long run it might come back and benefit you.

**Respect** was classified as really important only for one reason. On the subject of the importance of treating people the way that you want to be treated, he said:

Because you treat people the way you want to be treated. So I try to give respect to get respect back.

Regarding **accepting others**, Gino believes that in order to be successful, it is important to accept people the way they are. Furthermore, he explained that it is important to accept other people's flaws and work together even if you do not get along with them.

**Caring** and **leadership** were the two TPSR values that were categorized by Gino as kind of important in the card sort activity. On the subject of **caring**, he explained that he cares about people depending on the quality of the relationship. He mentioned that he cares for his family and friends. However, he also mentioned that he does not care too much about relationships that are not going to last a great amount of time. In relation to **leadership**, he mentioned that being a leader is not a big deal for him. He believes that a person does not always have to be a leader in order to be effective:

Yeah, you don't have to be on top to be effective. You can still help your group to achieve goals and to be successful. You don't always have to be the major factor to be successful.

**Importance of TPSR life skills.** Seven out of eight TPSR life skills were categorized by Gino as really important in the card sort activity. **Planning** and **goal setting** were among the TPSR life skills categorized as really important. In relation to

**planning**, Gino believes that in order to be successful in life it is important to have a plan:

You have to have a goal to achieve in order for you to make it in the world. You have to have a plan of what you want to do with your life.

In regard to **goal setting**, he believes that it's important to set goals because it keeps him on track:

It's like a trend that you follow, like a routine everyday . . . eventually you get used to it. And things start falling in their place, just follow your goals.

**Teamwork, communication, and effort** were also among the TPSR life skills categorized by Gino as really important. He associated **teamwork** with being around people who have the same interest as him. His rationale was that people who have the same interest as him can help him achieve goals in life. Gino also mentioned that people with the same interest can motivate each other to do better. On **communication**, he relates it with social networking. Gino perceives communication as a tool that could benefit him in the future in relation to getting a job or improving his quality of life. For example, he mentioned that he always tries to maintain good communication with his classmates because one of them might be a CEO of a company in the future and could help him find a job. In regard to **effort**, Gino believes that you can achieve new things in life by trying:

You have to try, you have to try. If you don't try no one is going to help you achieve whatever you have to achieve. At least try, you have to try, If you don't try, then most likely you are not going to make it.

**Self-direction** and **being reflective** are the remaining two TPSR life skills that were categorized by Gino as really important. In relation to **self-direction**, he believes that in order to be successful he cannot rely on other people all the time. In addition, he considers that it is very important for him to depend on himself. In regard to **being reflective**, he believes that it is important because it allows him to look back and reflect on past behaviors:

If I'm struggling through something, I think back about my past. And the mistakes I have done. How can you improve or avoid mistake, looking back and thinking it didn't work, so I should get a new strategy.

**Resolving conflict in a peaceful way** was the only TPSR life skill that was categorized by Gino as somewhat important in the card sort activity. His explanation is based on three ideas. The first one is that he believes that he would not always agree with everybody. The second one is that there are people that would not come to agreement no matter what. The last one is that he does not put stress on himself if the conflict is not resolved in a peaceful way.

### **Influence of Project Effort in Gino's Life (Prescription–Event)**

**TPSR values acquired in Project Effort. Helping others** and **leadership** were identified by Gino in the card sort activity as TPSR values that were acquired through participation in Project Effort. In relation to **helping others**, Gino indicated that he learned to help others by working with other leaders in teaching kids. For example, there was a specific time in which most of the leaders did not show up in the program and the leaders that did show up had to help each other in order to run the activities for the kids.

In regard to **leadership**, Gino mentioned that Project Effort taught him to be a leader using two strategies. The first one was that Project Effort gave him responsibilities that he needed to accomplish. For example, one of the responsibilities that he mentioned was preparing lesson plans for the following week. The second strategy was that Project Effort provided him with opportunities to be in front of kids and lead activities:

They taught everybody to be a leader; to be able to stand up. I guess they teach you to be a leader by giving everyone a chance to lead different activities.

**TPSR life skills acquired in Project Effort. Planning, effort, teamwork, and being reflective** were identified by Gino in the card sort activity as TPSR life skills that were acquired through participation in Project Effort. In relation to **planning**, he indicated that he learned the concept by preparing lesson plans for the activities of the following week. Also, he mentioned that Project Effort emphasized to be specific when preparing the lesson plans. For example, if he was going to teach offense in basketball, he had to make sure that he was teaching skills related to offense in basketball such as dribbling, passing, and shooting. In regard to **effort**, he indicated that he learned to give effort because the program staff was always emphasizing this aspect. He explained that the message of the program staff was to never give up and keep trying things, especially when working with kids:

Just like keep going and don't give up on what you started. Just because the kids are not participating just keep on trying and eventually they will participate in the activity. It's just like don't give up.

**Teamwork** and **being reflective** are the remaining two TPSR life skills that were acquired by Gino through his participation in Project Effort. Gino pointed out that he learned the concept of **teamwork** in Project Effort by working together with other leaders. One way that he learned to work together was by coming to agreement with leaders in terms of what they were going to plan for the activities. Also, he mentioned that leaders needed to work together to help control the kids when they were misbehaving. In relation to **being reflective**, he learned it in Project Effort by reflecting in groups on the lessons that they taught kids. Gino said that during the reflections, they reflected on their performance as a leader, and if they achieved the objectives that they planned to do.

**TPSR values and life skills that have been useful in Gino's educational experiences.** TPSR values, **leadership** and **helping others**, acquired in Project Effort have been valuable to Gino's educational experience in college. In relation to **leadership**, he indicated that there have been times that he has had to be a leader when he has to work in a group with peers. Gino mentioned that he takes control of the group by setting meeting schedules and assigning different roles and tasks to the group members. In regard to **helping others**, Gino and his friends are always trying to help each other and stay together when they are struggling with a college class:

If you are struggling in school, I might try to help you. Or if they see me struggling they try to help me with the class. We try to stay together.

All four TPSR life skills acquired in Project Effort have been applicable to Gino's educational experience in college. **Planning** is one of the TPSR life skills. He indicated

that he is always planning to do all his work ahead of time. For example, he said that he goes through the course syllabus to do work ahead of time. Another TPSR life skill that has been useful is **effort**. Gino mentioned that when he is not doing well in a class he does not give up and keeps trying to succeed in the class. When he was asked to provide an example, he said:

Uhhh, like my freshman year, I was like in a Contemporary World and I was failing the class at first, but, I kept going to see my teacher on his office hours and try to get the most help. And he saw that I was trying. When he was helping I started to get better, I started to understand more, then I started learning, I ended getting a B in the class. So if you try it then is still possible to succeed.

**Being reflective** and **teamwork** are the remaining two TPSR life skills that have been applicable to Gino's educational experience in college. In relation to **being reflective**, he indicated that at the end of each semester he reflects on his grades and things that need improvement for the following semester. When asked about **teamwork**, Gino stated that he has applied it in various ways. One way is by working with others to complete projects or assignments. Another way is by giving suggestions to his peers when they are not doing well in a class and by inspiring and motivating others to do well:

Teamwork, I will say me and my group of friends, we try like to inspire each other. Even if we aren't doing so well at certain times, we inspire or motivate each other to do better.

**TPSR values and life skills that have been useful in Gino's relationship with family and friends.** **Helping others** is the only TPSR value acquired by Gino in Project Effort that has been valuable to his relationship with family and friends. He indicated that

he helps his friends with transportation. He is constantly driving friends to different places because they do not have cars. In relation to his family, he mentioned that he helps his younger siblings by providing transportation and giving them advice. He also recommends classes they should take or activities to participate in during their school years.

**Planning** is the only TPSR life skill acquired by Gino in Project Effort that has been valuable to his relationship with friends. He mentioned that he and his friends have planned ways of being successful in the future. One of the ideas that they were thinking about is to open a “Krispy Kreme Store” in Durham because there are none in Durham.

#### **Other Influences in Gino’s Life (Identity–Event)**

**TPSR values acquired through other sources. Respect, caring, and accepting others** were categorized by Gino in the card sort activity as TPSR values that were acquired through other sources not related to Project Effort. In regard **to respect**, he mentioned that he learned it during all 12 years in school and also with his parents. Gino indicated that there were rules in school that demanded to be respectful to your teachers and peers. Also, he learned the concept of respect through his parents because they were always preaching to him and his siblings to apply it to elderly people. In relation to **caring**, he learned it with some of his teachers at school. They would tell students to be caring by helping and not making fun of others. The main message of his teachers was:

Be caring of your own classmates and don’t make fun of each other. Kind of help each other. If you see someone struggling with something be nice and help them out.



**Accepting others** was also acquired by Gino during his school years. This TPSR value was not learned through a discourse approach like the first two. On the contrary, Gino learned to accept others by relating to people from other cultures and learning that you should not discriminate based on people's culture:

Cause school it's just like different people from different cultures and you have to be accepting of others, you shouldn't discriminate just because of their culture.

**TPSR life skills acquired through other sources. Goal setting, communication, self-direction, and resolving conflict in a peaceful way** were categorized by Gino in the card sort activity as TPSR life skills that were acquired in school and not in Project Effort. In regard to **goal setting**, he explained that some teachers talked to their students about the need to have some type of goals in order to accomplish things. For example, teachers would remind students that in order to get an A in a class, they needed to write down their goals in order to achieve the A. On **communication**, he learned it by talking with his peers and teachers whenever he needed help with schoolwork.

**Self-direction** and **resolving conflict in a peaceful way** are the remaining two TPSR life skills that were acquired by Gino in school. In respect to **self-direction**, he explained that he was encouraged by teachers and older peers to find by himself what he wanted to study after high school. In regard to resolving **conflict in a peaceful way**, he learned the concept during his elementary school years when participating in the Drug Abusive Resistance Education (DARE) program. The message that he got from the

program was about how to deal with peer pressure, not to do something that you did not want to, and walk away from situation in a peaceful way.

**TPSR values and life skills that have been useful in Gino's educational experience.** **Respect** and **accepting others** are the only two TPSR values learned outside Project Effort that have been applicable to Gino's educational experience in college. He indicated that in college he tries to **respect** all his peers and professors. For example, Gino mentioned that if a peer or professor is talking in a class he would listen and not interrupt. Also, he explained that he shows respects by acknowledging their presence by saying hello when he sees them. In regard to **accepting others**, Gino applies it when he is working in a group with different types of people. He explained that sometimes you need to accept other people in order to complete the school work:

In group projects we have different people in the group and we have to accept each other, even if it's not your type of crowd. When it comes to the school projects everybody has to be on the same page.

**Goal setting, communication, and self-direction** are the three TPSR life skills learned outside Project Effort that have been meaningful to Gino's educational experience in college. In relation to **goal setting**, he indicated that one of his goals in college is to maintain A's and B's in his courses. The short term goals: studying more, reviewing notes on a constant basis, making sure that he knows what is being covered in class, and getting help from his professors if needed, are applied to reach his ultimate goal, which is to get A's and B's in his classes. In regard to **communication**, he applies it

by talking to his professors to let them know about certain things that may be impacting class performance:

Just like communicating with my teachers, just let them know cause like . . . if you don't come to class one day they might mark you absent. You can let them know your situation, cause they don't know what's going on with your life, so they might just think, that you probably just didn't want to come to class, cause of whatever reason, but if you let them know, then they might help you out a little bit.

**Self-direction** is the last TPSR life skill that has been helpful to Gino's experience in college. He mentioned that there have been occasions in which nobody has been able to help him and he had to do his school work by himself. For example, there was an occasion where nobody in his group was cooperating and he had to do the project by himself:

I say in a class, one time we had a like a project, they assign groups and none of my group manages to meet up. So I just took matters into my hands and did the project on my own. Got a good grade on it.

**TPSR values and life skills that have been useful in Gino's relationship with family and friends.** **Respect** and **caring** are the only two TPSR values learned outside Project Effort that have been relevant to Gino's relationship with his family and friends. In regard to **respect**, he gave a similar explanation to the one given in his educational experience in college. Gino indicated that he respects everybody in general, including his family and friends. He also gave the same example on how he shows respect: not interrupting when his family members or friends are saying something and also by acknowledging their presence. In relation to **caring**, Gino mentioned that he cares a lot

about his younger siblings. One way he demonstrates this is by listening to their problems:

Just ask them how's everything and how's everything going in their personal life and in school. Just be there to listen. Listening I think it's almost the same as caring. Taking time to listening to their problems or what they are going through.

Another way that he shows that he cares is by supporting his younger siblings during their high school years, he said:

Trying to support my younger siblings during high school, trying to get them to get good grades, trying to prepare them for college. Cause both of my parents didn't go to school, so I experienced school and college; I try to support and motivate them to do well.

**Self-direction** and **communication** are the only two TPSR life skills that have been useful to Gino's relationship with his family and friends. In regards to **self-direction**, he mentioned that he has made some decisions that have been against his father's preference. For example, his father wanted Gino to study computer engineering but he decided to major in agriculture education. In relation to **communication**, Gino explains that he uses communication as a way to be there for his family, and reiterated this by saying:

Well, yeah, communication with family also. You can know what's going on in their life. Or just to be there for them. Because you never know when someone is going through something and you need to be there for them.

### **Case 3—Elizabeth**

#### **Background Information**

Elizabeth is a 20-year-old female Vietnamese who lived in Vietnam until she was nine years old. A typical day for Elizabeth in Vietnam began with her going to school. After school, she would go home and help her older brother cook dinner for the family. Elizabeth and her siblings usually went to their uncle's house to watch movies and eat candy or sometimes fruits after supper. What Elizabeth enjoyed the most was going fishing with her father and brothers at two o'clock in the morning. Elizabeth had a hard time at school because teachers would use physical punishment if students did not perform or behave well.

Elizabeth describes her life in Vietnam as “rough”; she did not understand why Christians were persecuted by the communist Vietnamese government. Elizabeth's family was a victim of persecution because of their Christian faith. Elizabeth experienced many tough moments. She recalls Vietnamese soldiers spying on a nightly basis to see what they were doing. Also, she remembered how the soldiers poisoned her two dogs because they were barking at them, and when her parents' farm was taken by the government. But the hardest moment for Elizabeth and her family was when her dad was forced to leave the country. Six months after her father was forced to leave the country, Elizabeth and her family moved to Cambodia with her father. After two years living in Cambodia, the United Nations brought Elizabeth and her family to the United States.

Regarding her family, Elizabeth is the second oldest of three brothers and two sisters. All of them were raised by both parents. Currently, she is living in North Carolina

with her parents and all of her siblings. Elizabeth mentioned that she gets along with her siblings and that they are constantly helping each other. Also, she considers her sponsor, one of the closest people to her. Elizabeth describes her sponsor, as a person that she could always talk to, would help her with anything she needs, cares for her family, and is very supportive.

Elizabeth describes her family as “very supportive” yet “strict.” She said that she loves her family but sometimes she does not get along with them because everyone thinks that they are right, no one understands her, and they do not listen. Elizabeth, being the oldest daughter, is expected to stay home to watch her younger siblings and do some household chores such as cleaning and cooking. She also mentioned that her parents give her a lot of power in terms of telling the younger siblings what to do or not to do. However, her parents do not let her go out too much with friends, contrary to her brothers.

Elizabeth described her educational experience in school as “interesting” and “amazing.” She explained that during her school years she met great people and teachers, acquired knowledge, and learned how life works. Her most significant event in high school was when she met her best friend during a cross country practice. Since then, they have been always in communication. What Elizabeth enjoyed the most in school was screaming and cheering for her school in Pep Rallies.

Elizabeth said that her school years have guided the way that she lives her life. She was able to learn about other cultures as well as not engaging in bad habits such as drugs. She learned it by relating with people of other ethnicities. In regard to not using

drugs, Elizabeth mentioned that teachers would make her reflect about the consequences of using drugs. Elizabeth confronted some academic challenges. She specified that she struggled with math and writing in English.

Elizabeth just completed her first year in a community college located in the same city where she has lived during the past nine years. She described the transition from high school to college as “confusing.” She does not know what career to pursue. Presently, Elizabeth wants to study dental hygiene but she said that would probably change again. She has also contemplated being a teacher. She is taking general courses until she decides what she wants to study. A typical day for Elizabeth in college was described as:

Well, I have morning class and afternoon class, I wake up and go to my morning class, and then do my homework and then go to my afternoon class and then I go home, do my homework and the same thing the next day.

Elizabeth has had two jobs. Her first job was in a spa salon where she worked for a several years. Presently, Elizabeth is working as a waitress in a Korean restaurant. She has been working there for two months. Elizabeth mentioned that she has enjoyed her experience in her new job because she has met various co-workers from different backgrounds that might help her figure out what she wants with her life. Her responsibilities are cleaning tables, serving people, and sometimes washing dishes. In addition, before the restaurant opens for lunch she has to make sure that everything is in order and prepared.

Elizabeth joined the program when she was 13 years old. She participated one year in the sports club. She learned about the program in a community tutorial center that

she was attending. Elizabeth decided to join the sports club because she wanted to have fun. She stopped going for a couple of years. The program director called her, and asked her if she wanted to be a member of the Youth Leader Corps. She accepted the invitation and was a member of the Youth Leader Corps for a period of four years. Elizabeth mentioned that she was able to participate for a long period of time because she enjoyed the program, learned to be a leader, and learned things that helped her as a girl scout. Before Project Effort, Elizabeth describes herself as a person who lacked confidence in talking in front of people, and lacked planning skills.

### **Elizabeth's Perception of TPSR Values and Life Skills (Prescription–Identity)**

**Importance of TPSR values.** All five TPSR values were categorized by Elizabeth as really important in the card sort activity. She classified the TPSR value of **caring** as really important because she thinks that it is very important to let other people know that you care about them and that you are going to be there for them, she said:

It's important because you just want them to know that you care for them and you are going to be there for them. It's a good thing because you make them feel that someone cares for them and they are not alone in the world. They have someone that thinks about them and cares about them.

**Leadership** and **respect** are also among the TPSR values that are really important to Elizabeth. In regard to **leadership**, she explains that it is important because she likes to take control and do things her way. In addition, Elizabeth associates leadership with accepting other people's feedback, and she considers this aspect important. In relation to **respect**, she stated the importance of respect using the karma philosophy. Elizabeth believes that if a person does not respect others, that person would not receive respect in



the future. Also, she mentioned that respect is important because she wants to be respected.

**Helping others** and **accepting others** are the last two TPSR values that are really important to Elizabeth's life. On the subject of **helping others**, she considers that it is important because everybody needs help sometime in life. In addition, she believes that if you help people they might help you back in the future. On **accepting others**, Elizabeth associated this concept with the importance of not judging other people. She explained that it is very important to get to know people first before judging them:

Because you have to know them first in order to judge them. Even though if they are bad or do stuff that you don't like at first, just get to know them better and if they know you well enough they will change that.

**Importance of TPSR life skills.** Six out of eight TPSR life skills were categorized by Elizabeth as really important in the card sort activity. **Self-direction** and **planning** were two of them. In relation to **self-direction**, Elizabeth felt that it is important for her to be able to know what she should tell herself in order to be self-directed. For example, she asks herself what do I need to do, how do I need to do it, and when should I do it. In regard to **planning**, she considers that planning ahead is important because it allows her to organize her thoughts, and know what to do:

Because for me I have to plan things ahead to know what I'm doing and to just keep in my mind what I'm doing and how am I doing, when I am doing it, and to organize my thought.

**Teamwork** and **effort** are also among the six TPSR life skills that are really important to Elizabeth. On the subject of **teamwork**, she believes that working together is more effective than working individually. Elizabeth explained that when people work in groups, they can add or combine information that would allow the group to be more effective. In relation to **effort**, she simply believes that people who do not provide effort are not going to go anywhere in life, she said:

Because if you don't try your best and you are being lazy you will not get things done. I guess it's not going to get you anywhere.

**Communication** and **goal setting** are the last two TPSR life skills that Elizabeth categorized as really important. She said that communicating is very important because it allows her to learn new things from different people. Also, she believes that if you learn to communicate the proper way, you can get more help from others. In regard to **goal setting**, she explained that setting goals allows her to keep her mind on track and focus on one thing:

If I set my goals, like right now, then I will keep my attention to that one thing that I will like to do instead of just trying other stuff that doesn't work for me. But setting goals keeps my mind on track.

**Resolving conflict in a peaceful way** and **being reflective** were the only two TPSR life skills that were categorized by Elizabeth as kind of important in the card sort activity. In relation to **resolving conflict in a peaceful way**, she believes that not every situation can be solved in a peaceful way. Elizabeth mentioned that when the problem is with her, she tends to ignore it and not pay attention. On the contrary, she will help

resolve the conflict in a peaceful way if the problem does not involve her. On the subject of **being reflective**, Elizabeth believes that it is important to reflect because you can learn from your mistakes and avoid committing the same mistakes in the future. Also, she believes that being reflective is not that important because people are not going to be in the same situation all the time, she said:

Sometimes is not that important because you are not really in the same situation all the time. It's just that time.

### **Influence of Project Effort in Elizabeth's Life (Prescription–Event)**

**TPSR life skills acquired in Project Effort.** Elizabeth did not acquire any TPSR values by only participating in Project Effort. **Communication, planning, teamwork,** and **resolving conflict in a peaceful way** were identified by Elizabeth in the card sort activity as TPSR life skills that were acquired through participation in Project effort. Elizabeth learned to communicate by watching the different communication skills of the program director when talking to other people. In regard to **planning**, Elizabeth said that she learned to plan with the activities she prepared for the kids the week before:

Planning, Project Effort. Before we start our activities we always do our planning and Doc [Referring to the program director] will give us a little piece of paper to write our plan and what we are doing for next week or whenever and just to I guess remind us that we are doing this and we are doing that.

**Teamwork** and **resolving conflict in a peaceful way** are the last two TPSR life skills that were acquired by Elizabeth through participation in Project Effort. In relation to **teamwork**, she indicated that she learned by listening to the program director talk

about the importance of working together. Elizabeth also mentioned that she learned about teamwork when reinforcing the importance with the participants. For example, she mentioned that emphasizing teamwork was one of their goals when they were teaching soccer. On the subject of **resolving conflict in a peaceful way**, Elizabeth learned it by trying to resolve conflicts between kids during the program. She learned that the best way to resolve conflict peacefully is not to pick sides and separate them from the groups to calm them down and to talk to them. By doing this, kids are more comfortable talking about the situation:

When kids don't get along with each other (pause) I guess you don't pick sides. You separate them from the group and then you talk to them. So it's kind of calming them down (pause) I guess. It is easier to talk to them alone than in front of everyone else. It makes them feel more comfortable to talk to and to kind of give them a chance to talk.

**Other character traits identified.** Elizabeth acquired five additional character traits through her participation in Project Effort. **Being enthused, being a role model, being ready**, and **being with it** surfaced when she was asked to mention the goals of Project Effort. In regard to **being enthused**, Elizabeth learned by working with kids and noticing that they will do what you show them. For example, if the leaders were active, the kids would also be active. In relation to **being a role model**, she learned by noticing that kids in the program would do whatever the leaders were doing. She also noticed that kids followed and copy behavior from the people who seemed cool to them:

Being a role model, I have noticed that kids follow who they think seems cool. Most of the time they will copy the older people or the people who are above them and know more than they do. So whatever you do or say or whatever, they

will do whatever you are doing. So, it's best for you to be good and to teach them what is right and what is wrong.

In respect to **being ready**, Elizabeth explained that she learned to be ready because the program director emphasized that they needed to be organized and have things ready before the kids showed up. On the subject of **being with it**, she learned it by getting involved with the kids in the activities. Elizabeth mentioned that if the leaders are able to get involved with the activity, the kids would listen, learn, and have more fun.

**Confidence talking in front of people** is the last character traits that Elizabeth acquired through her participation in Project Effort. This character trait was identified when she was asked to mention if there were any characteristics that she had acquired in Project Effort that have helped her with her college experience. She explained that she gained confidence talking in front of people as a result of talking in front of kids every Friday.

**TPSR life skills that have been useful in Elizabeth's educational experience.**

**Planning** and **communication** are the only two TPSR life skills learned in Project Effort that have been applicable to Elizabeth's educational experience in college. In relation to **planning**, she explained that she plans her daily routine to prepare herself for her first class. For example, Elizabeth said that she plans when to wake up, how long it will take her to shower, put on makeup, and do her hair. On **communication**, she applies it by talking to her college professors. Elizabeth mentioned that if she needs help, she lets her professors know. In this way she lets them know that she cares about college and she takes it very seriously.

**Being ready** and **having confidence when talking in front of people** are the only two character traits learned in Project Effort that have been useful to Elizabeth's educational experience. In regard to **being ready**, she studies the night before and during the day of the exam. In relation to **having confidence when talking in front of people**, she mentioned that she now feels more comfortable talking in front of a classroom

**TPSR life skills that have been useful in Elizabeth's work experiences.**

**Communication, planning, and teamwork** are the three TPSR life skills learned in Project Effort that have been helpful to Elizabeth's work experience. On the subject of **communication**, she uses communication for two purposes. She keeps customers comfortable by saying things that they want to hear and talk to them in a nice and respectful way so they will come back:

In work, communicate, to talk to the customer in a nice way or respectful way so they will appreciate you for helping them and also it would keep them to come back.

When it comes to **planning**, Elizabeth applies it with her peers at work. Every morning, the waitresses plan what needs to be done and how they are going to serve the clients. In relation to **teamwork**, Elizabeth added:

At work, we share tips, so, we split tips so, everyone helps each other out, if someone needs help, we go there and help them. If I need help, I will ask for help and would get it. Everyone gets along so well in that place.

**TPSR life skills that have been useful in Elizabeth's relationship with family and friends. Resolving conflict in a peaceful way** is the only TPSR life skill learned in

Project Effort that has been applicable to Elizabeth's relationship with friends. She explained that she and a friend helped solve a conflict between two of their friends by talking to them and making them realize that the rumors they heard were not true at all.

**Being a role model** was the only character trait acquired in Project Effort that has been helpful to Elizabeth's relationship with her family. She indicated that she tries to be a role model for her younger sisters. Elizabeth mentioned that she is careful with her actions. She does not want her sisters to do negative things to other people.

#### **Influence of Project Effort and Other Sources in Elizabeth's Life (Identity/ Prescription–Event)**

This section was created to explain the TPSR values and life kills that were acquired by Elizabeth in Project Effort and through other sources.

**TPSR values acquired through a combination of Project Effort and other sources.** **Respect, leadership, and helping others** were identified by Elizabeth in the card sort activity as TPSR values that were acquired through other sources and by participating in Project Effort. In regard to **respect**, she learned to respect people in her native country of Vietnam and in Project Effort. Elizabeth explained that respect is big in the Vietnam culture. She said that in Vietnam you have to respect older people and your parents. In addition, she mentioned that parents are required to teach their children to respect their elders, themselves, and everyone else. With Project Effort, she learned to respect by listening to the program director emphasize to the leaders the importance of respecting the kids when saying:

Doc [referring to the program director] taught us to be respectful to the kids, if you are disrespectful to them; they will do the same thing to you too. But if you want them to respect you, you have to respect them first and show them that you respect them and that you want the same thing from them.

In relation to **leadership**, Elizabeth learned to be a leader through her family and Project Effort. She indicated that her role as the second oldest child has helped her to become a leader. Elizabeth explained that around the house she likes to tell her younger siblings what to do. In regard to Project Effort, she said that she learned to be a leader by standing in front of the kids to teach them the activities. On **helping others**, Elizabeth learned to help others by participating in Project Effort and with her parents. In Project Effort she worked with kids and helped them during the activities. At home she would watch her parents help other people:

Yes and also, being with my parents. You see them help people, if someone needs help, they will help them with what they have. Seeing them do that you kind of want do the same thing too because your parents are doing it.

**TPSR life skills acquired through a combination of project effort and other sources.** **Goal setting, self-direction, and being reflective** were identified by Elizabeth in the card sort activity as TPSR life skills that were acquired through other sources and by participating in Project Effort. On the subject of **goal setting**, she mentioned that her parents always would tell her “stick with one thing instead of going everywhere.” Elizabeth believes that if she commits to a goal, it would be easier to accomplish it. In relation to Project Effort, she learned to set goals when selecting them for the activities that she taught.



In regard to **self-direction**, Elizabeth mentioned that at home there were two factors that helped her learn to be self-directed. She explained that her father helped her to be self-directed because he grew up without parents; he has lived his life without anyone telling him what to do. Also she learned to do her school work by herself without relying on her parents. In relation to Project Effort, Elizabeth learned to be self-directed by planning and setting up the activities without any help from the staff.

I will say Project Effort first, because at first I had help, at first and then after that is kind of like all by myself planning on what I am doing with the kids and stuff like that. To get everything set-up and everything ready.

In regard to **being reflective**, Elizabeth mentioned that her parents made her reflect on her mistakes. They made her think about the situation and reflect on what was right and wrong. In relation to Project Effort, the program director allowed time after the activities for the leaders to reflect on what went right and wrong during the lesson:

At the end of the activities he wanted us to go back and think what went well and what didn't and how would we fix that to not make the same mistake again.

**TPSR values and life skills that have been useful in Elizabeth's educational experience.** Elizabeth did not identify any TPSR value acquired through a combination of Project Effort and other sources that had been useful to her educational experience in college. In regard to TPSR life skills, **goal setting**, **self-direction**, and **being reflective** are the three TPSR life skills acquired through a combination of Project Effort and other sources that have been useful to her educational experience in college. On **goal setting**, she mentioned that in order to pass one of her classes, she committed herself to complete

all of her homework, spend more time studying, and to get at least an “80” on every single quiz. In relation to being **self-directed**, when she was asked to explain how she applies it in college, she said:

I rely on myself cause other people, if I ever rely on them, then I will get confused and I would not know what to do. So if I rely on myself, I know what is going on and I know what I should do.

On the subject of **being reflective**, Elizabeth has reflected on some of her irresponsibility with her math class. For example, she mentioned that she waited to the last week of the semester before her final exam to complete 12 quizzes. By reflecting, Elizabeth learned to finish her work on time to avoid stress.

**TPSR values and life skills that have been useful in Elizabeth’s working experience.** Elizabeth did not identify any TPSR life skill acquired through a combination of Project Effort and other sources that has been useful to her working experience. In regard to TPSR values, **helping others** and **leadership** are the only two TPSR life skills learned through a combination of Project Effort and other sources that have been valuable to Elizabeth’s working experience. In relation to **helping others**, she mentioned that when her co-workers are busy, she helps them to set tables and take orders. Elizabeth demonstrates her **leadership** skills at work by making sure that everything is ready:

I like being a leader because I like to make sure that things are ready and things are going smooth and well without having any problems and that’s what I like. In the morning that we have to get the tables set up and food and make sure that everyone is doing what they are supposed to be doing, and also make sure that everything is there when we need them.

**TPSR values and life skills that have been useful in Elizabeth's relationship with family.** **Respect, leadership, and helping others** are the three TPSR values acquired by Elizabeth through a combination of Project Effort and other sources that have been useful to her relationship with her family. In regard to **respect**, Elizabeth said that she shows respect to her oldest brother. She does not talk back to him, and avoids making him upset because he is the oldest. For example, she mentioned that her brother gets mad if she bothers him with things that can wait when he is busy doing something.

On the subject of **leadership**, Elizabeth considers that she is a leader and a role model for her siblings. She helps and gives them advice. As previously mentioned, she indicated that she has a lot of authority at home in terms of telling her younger siblings what to do or not to do. In relation to **helping others**, she indicated that she helps her siblings whenever they need help. She always helps her little sister do her homework.

**Goal setting** was the only TPSR life skill acquired by Elizabeth through a combination of Project Effort and other sources that has been applicable to her family experience. One of Elizabeth's goals in life is to save money to visit her grandmother in Vietnam. She plans to work for two years and not go shopping often in order to fulfill her intention.

#### **Other Influences in Elizabeth's Life (Identity–Event)**

**TPSR values acquired through other sources.** **Accepting others and caring** were categorized by Elizabeth in the card sort activity as TPSR values that were acquired through other sources not related to Project Effort. She learned to accept others with her mother. Elizabeth mentioned that her mother taught her not to judge people, and to reflect on their situations:

She would compare us with other people from different places and she will put us in their situation and make us think on how would you feel if someone is doing the same to you.

In relation to **caring**, she learned it from seeing how her family members care for each other.

I care about my family a lot. I love them very much. I guess from seeing my parents family, they are very close to each other, like the family is not separated at all. All of them are always together, always laughing and talking. If bad things happen to one person in the family everyone will come.

**TPSR life skills acquired in other places. Effort** was categorized by Elizabeth in the card sort activity as the only TPSR life skill that was acquired through other sources not related to Project Effort. She explained that her parents taught her to try her best in everything that she does. Specially, to try her best at school so she can be the first one in the family to graduate from college.

**TPSR values and life skills that have been useful in Elizabeth's educational experience. Accepting others** is the only TPSR value not learned in Project Effort that has been applicable in Elizabeth's educational experience in college. She explained that she accepts her colleagues, and gives them the opportunity to get to know her as a person. In regard to TPSR life skills, **effort** is the only one that has been useful to Elizabeth's college experience. She said that she tries her best to do all her homework, self-motivate herself, listen to the teachers, and avoid distractions.

**TPSR values and life skills that have been useful in Elizabeth's working experience. Effort** is the only TPSR life skill learned outside Project Effort that has been

applicable to Elizabeth's experience in work. She mentioned that at work she always has to be walking, and she tries her best not to sit down. Elizabeth did not identify any TPSR value learned outside Project Effort that has been applicable to her working experience.

**TPSR values and life skills that have been useful in Elizabeth's relationship with family and friends.** **Caring** and **accepting others** are the two TPSR values acquired outside Project Effort that have been valuable to Elizabeth's relationship with family and friends. In relation to **caring**, she mentioned that when one of her uncles died and her mother was devastated, she was very supportive with her during her grieving time. Also she mentioned that her older brother is having a tough time in college right now and she shows that she cares by being there for him, letting him know that she cares about his future, and by encouraging him to keep studying.

On **accepting others**, Elizabeth has accepted some people in college that she did not get along during her high school years. It turns out that they helped her pass a math class. Elizabeth did not identify any TPSR life skill learned outside Project Effort that has been applicable to her working experience.

#### **Case 4—Duke**

##### **Background Information**

Duke is a 22-year-old female who was born in Durham, North Carolina. She was raised in Greensboro, North Carolina. Duke described herself as funny, dependable, deep thinker, and very observant. For fun she indicated that she likes to play basketball, write poetry, and talk to older people.

Duke has an 18-year-old brother. They were raised by both of their parents. Currently, she is living with them. Duke describes her relationship with her brother as close but not as close as it was before her going to college. Duke indicated that her mother is the closest person in her life because she is consistent, and can always be depended on. She describes her mother as a person who is very honest, funny, and dependable. In relation to her father, Duke said that she does not talk to him very often. She explained that he was abusive and he had a serious problem with alcohol.

Duke feels that her family has never been close. She believes that there are a lot of past issues that have not been talked about that are keeping them apart. Duke mentioned that the only time that they spend time together as a family is at dinner. There have been various challenges that Duke's family have confronted during the years. One of them was that her dad was in jail for four years. Another one is that her brother is currently in jail for breaking and entering, and gun charges. She mentioned that she tries to visit him on a weekly basis. The last challenge that Duke mentioned was when her mother lost her job.

Duke said that she does not like to spend too much time at home. However, she mentioned that when she is at home, she helps her parents with the household responsibilities. Besides washing her clothes and cleaning her room, she indicated that she tries to keep the house clean and organized by doing dishes, cleaning the living room, vacuuming, and mopping the floor.

Duke stated that she had a "blast" during her years in high school. She was one of the favorite students in her school because she was an athlete. Duke was a member of the

basketball and track and field teams. She explained that playing sports was what she enjoyed the most during high school. It was a stress reliever because it allowed her not to think about her family problems. There were three significant events during Duke's high school years that she remembers the most. One of them was in her junior year when she finished fourth in the state's shot putting finals, and was named the field athlete of the year in her conference. Another memorable event was when she was in the track and field all-conference team during her high school years. The event that she remembers the most and describes it as a tough moment in her life was when her best friend passed away due to cancer during her senior year.

Duke mentioned that her high school years have guided the way that she lives her life in terms of being observant. She explained that she learned to be observant because the environment in her high school was not safe at all:

I don't think I went to your average High School, I went to High School with guys that had been locked up, kids that will come from all kinds of family. People from the Projects, so we had savages, you had to know what was going around.

The only challenge that Duke confronted in school was relating to white people. She went to schools where the majority of the students were black and did not have too many opportunities to relate with white people.

Duke recently completed a bachelor's degree in Parks and Recreation Management in one of the public universities in North Carolina. She was awarded a track and field scholarship, and during her first year she decided not to be on the team anymore because she did not like how things were headed in terms of the university not giving all

the things that they offer her. She worked her way through college. There was a time in which she was working three jobs and taking classes. A typical day for Duke in college was described as:

My daily typical schedule would be to go to class, which I am an early bird, so my class for the most part was over about one o'clock. I might go home for an hour or two, and then I was working until eleven or twelve o'clock that night. Getting up going back to class in the morning, sometimes I hung out with friends when I had the time to because I always work. At some point, I had three jobs, so, I work a lot more than anything.

In terms of her experience with college, Duke said that at the beginning it was hard for her academically because she felt that her experience in high school did not prepare her for college in terms of developing study habits. After a period of time in college, she mentioned that she became better in developing study habits. Duke also mentioned that dealing with white people was the biggest challenge for her. She explained that when she got to college she was in culture shocked because she did not know how to interact with white people. In relation to the social aspect of college, Duke stated that she hated her experience because she felt that the campus was not diverse and it was racist. She explained that she was turned off by the campus and racism. She did not participate in any campus activity during all her college years.

Duke started working when she was in high school. She worked for five years in fast food restaurants. Her main task was to take orders. Duke worked as a tutor in an after-school program for three years during her years in college. She was responsible for helping kids with their homework and preparing educational activities for them. Duke also worked as a security guard at the university campus. Her shifts were from 8pm to



2am and her responsibilities were to patrol certain areas on campus to make sure that students were not fighting, using drugs, or sneaking alcohol into the dorms.

Currently, Duke has been working at a nursing home. She describes her job as a transitional one until she can get to a career job that she wants:

It's just a job until I can get to a more career field. Because I just graduated a couple of weeks ago so it is just a job. Which I like it's pretty hard but nothing fascinating about it. Except for seeing the old people.

Her daily tasks are to help prepare food in the kitchen, run the carts to the different hallways to serve food, and assist the residents whenever she can.

Duke joined Project Effort when she was thirteen years old. She attended the program for a period of six years. The first two years she participated in the sports club and the last four she was a member of the Youth Leader Corps. She explained that her middle school principal invited her to participate in Project Effort because she was one of the "worst" students in her school. In fact, before participating in Project Effort, she described herself as a "loose cannon" with an anger problem and an "I don't care attitude."

Duke describes her experience in Project Effort as something positive. She explained that Project Effort introduced her to the college life. Duke mentioned that before participating in Project Effort she did not have any expectation of going to college. Also, Duke explained that she still has the same mentors she had in Project Effort. Duke mentors where undergraduate students selected by Project Effort that worked with her at school and in Project Effort. She also stated that she was able to participate in the

program for six years because her mentors were consistent, positive, believed in her, and cared about her.

### **Duke's Perception of TPSR Values and Life Skills (Prescription–Identity)**

**Importance of TPSR values. Helping others, respect, leadership, and caring** were the four TPSR values that Duke categorized as really important in the card sort activity. Duke explained that helping others is important for her because she has accomplished a lot of things in life thanks to the help that other people have given her. Also, she mentioned that by helping you can impact the lives of other people. In relation to why respect is really important Duke said:

Being respectful is very important. It tells a person the amount of respect you have for yourself and others. Tells people about yourself and how far they can go. If you are respectful, you are coachable, you can learn and people will be willing to teach you. Also respect its mutual between any race, any language, and culture. It's a mutual bond that can take you far.

About **leadership** she said that it is very important for her to be a leader because she likes to spread her knowledge to other people. As a leader, it is important for her to learn as much as she can in order to be able to give insights and suggestions to other people. In regard to **caring**, she believes that caring is important because it creates a comfortable environment for other people to open themselves to others:

If I am caring to you then that's going to create an easy going environment for you to feel comfortable around me and whatever we are doing. So therefore, if you are comfortable around me you might open up and therefore I might get to lead you. If I show you that I care and if you just give me an inch of trust, I can begin to build a mountain of trust.

**Accepting others** was the only TPSR value that Duke categorized as kind of important in the card sort activity. Duke grew up in an environment in which she did not have many opportunities to relate with white people. That environment has made her struggle with accepting white people.

**Importance of TPSR life skills.** Six out of eight TPSR life skills were categorized by Duke as really important in the card sort activity. **Teamwork** and **effort** were two of them. On the subject of **teamwork**, she mentioned that teamwork is important because in order to get anything done people have to play a role. Also, she believes that by working together, people can be more successful in life. In relation to **effort**, Duke believes that if people try, they can accomplish their goals. In addition, she mentioned that people will take into consideration the amount of effort of a person:

It's really important to me because if you try you can get things done. And I learned that even if you don't make your own goals or don't necessary get to where you trying to go, people realize the effort and they take that into accountability as far as they will go for you.

**Communication** and **goal setting** were two of the six TPSR life skills that were categorized by Duke as really important. Duke said that communication is important in order for things to happen as they should. In addition, she mentioned that without communication you can have misunderstandings between people. In relation to **goal setting**, Duke explained that having goals is important because it gives her a pathway to follow:

Because if you have goals, then you have a pathway that you are going to follow. Not necessarily a clear pathway, but you have in mind what you going to do and

so therefore if you have it in mind and it's very important to you, regardless, you are going to do whatever it takes to make it happen.

**Planning** and **self-direction** were the last two TPSR life skills that were categorized by Duke as really important. In relation to **planning**, she only mentioned that in order to get things done, it is important to have a plan. On the subject of **self-direction**, she explained that it is important to be self-directed because as a person you can control where you are headed. Also she mentioned that the future will not be a promising one if a person does not have control of his or her life:

Self-direction is important to me because I have control of where I'm going and nobody else can't drive my ship. Therefore if that's not important then I don't have anything to live forward to. It's kind of like going with the flow. And I can't afford to just go with the flow.

**Resolving conflict in a peaceful way** and **being reflective** were the only two TPSR life skills categorized by Duke as kind of important in the card sort activity. She explained that **resolving conflict in a peaceful way** has not always been very important for her because she has a habit of avoiding or ignoring conflict instead of resolving it. In relation to **being reflective**, she stated:

Because I don't take a lot of time as I should to reflect back on the decisions I made or how I went about a certain situation. I might now, a little more than I use to, but not as much as I should.

### **Influence of Project Effort in Duke's Life (Prescription–Event)**

**TPSR values acquired in Project Effort. Accepting others and leadership** were identified by Duke in the card sort activity as the only two TPSR values that were

acquired through participation in Project Effort. In relation to **accepting others**, Duke mentioned that she learned the concept by watching the program director relate with black kids. She explained that at first she was puzzled because she could not understand why this white man was running a program that served, helped, and fed black kids. Duke said that seeing how the program director helped black kids made her realize that there were some really cool white people in this world. On the subject of **leadership**, Duke mentioned that she learned about the importance of being a positive leader during her first two years in the sport club. She explained that her mentors talked to her about the importance of being a positive leader within a group. The general message that she got from her mentors was that her behavior, positive or negative, can influence how a group reacts.

**TPSR life skills acquired in Project Effort.** Duke identified six TPSR life skills that were acquired through participation in Project Effort. **Self-direction** and **goal setting** are two of them. On **self-direction**, Duke explained that she learned to be self-directed because her mentors made her write what she wanted for her life and how she was going to accomplish such things. As far as **goal setting**, she learned to set goals with her mentors when they would write the objectives for the activities they were going to do with the participants:

Because the week before we would have Project Effort, we will sit down with our mentors and write about five or six goals of exactly what we wanted to do as far as the activities, and also five or six goals that we wanted to teach the children and the point we wanted to get across.

**Being reflective** and **resolving conflict in a peaceful way** are also among the TPSR life skills that Duke acquired through Project Effort. In regard to **being reflective**, she mentioned that she learned to reflect because at the end of the activities that she taught, she would get together with her mentors and reflect back on the goals that they had accomplished:

We would have to go back and rate ourselves on how we did on the different goals we had planned out for ourselves. And, like I said, the mentors pointed out different things that we might have been good at or different things that we didn't do good.

In addition, Duke also mentioned that the mentors would make her think on how she could improve her performance as a leader. **On resolving conflict in a peaceful way**, she explained that the program staff taught her to take time to resolve any problem that she might have confronted instead of avoiding it. The program staff would make her reflect on the problem. They would ask her questions such as what is going on, why you felt this way, and how can you change how you feel.

**Effort** and **communication** are the last two TPSR life skills that Duke acquired through her participation in Project Effort. On the subject of **effort**, she mentioned that the program staff was constantly telling them to try new things and also to give their best. The program directors would tell them to try even though they did not know what they were doing. In relation to **communication**, the program staff taught her to communicate by teaching her to express her feelings. She would avoid talking about a situation instead of communicating how she felt. On this subject she said:

Just because they taught me how to begin to express myself and had to understand where I stood at a situation. Like expressing how I felt in a manner that it was able to be communicated. Like my way was I don't care, I don't want to talk about it, and that's not communication because I'm avoiding the situation. They taught me to talk and open up.

**Other character traits identified.** **Being passionate** was the only character trait that Duke obtained through her participation in Project Effort. This character trait was identified when she was asked to mention any characteristics that she had acquired in Project Effort that has helped her with her working experience. Duke explained that she learned to be passionate because the program staff showed passion to her. Program staff showed that they were passionate by always been positive and enthusiastic when working with kids.

**TPSR values and life skills that have been useful in Duke's educational experiences.** **Accepting others** is the only TPSR value acquired by Duke in Project Effort that has been valuable to her educational experience in college. She mentioned that she started to accept others when she began to relate with white people in college and realized that white people also struggle:

Yeah, yeah, going to college I talk to other white kids, they struggled, cause in my mind I thought that white people didn't struggle. I thought that white people live this fantasy life, they lived in nice houses and they went on trips and vacations and that was what I thought of all white people. So therefore, when I got to college, I had to learn that they struggle just like I did and they had harsh family life's like I went through, so therefore, it allowed me to open my mind into accepting others.

**Goal setting** and **effort** are the only two TPSR life skills learned in Project Effort that have been meaningful to Duke's educational experience in college. In relation to

**goal setting**, she mentioned that during her school years she would write down various academic goals. One of them was getting all A's and B's in her classes. Another one was to report to her professors at least one time a week. Presently, another goal that she has proposed for herself is to obtain a master's degree in counseling. Duke is planning to start her master's degree in fall of 2012. On the subject of **effort**, Duke has applied effort in different scenarios in college. Academically, she mentioned that she passed a math course because of the effort she put into it. She went several times to talk to her professor, did all the homework, and was always on time to class. As far as her overall experience in college, she indicated that she worked hard to succeed:

Ok, effort as far as college cause I was recruited to UNCW for a Track Scholarship. When I got there I didn't really like the program or what was going on and there were other things outside so I quit. So, these student loans in my name and it was either come home and work in Wal-Mart or put a hundred percent effort in college and that's what I chose to do. And it paid off.

### **TPSR Values and Life Skills That Have Been Useful in Duke's Work**

**Experiences.** Duke did not identify any TPSR value learned in Project Effort that has been useful to her working experience. In regard to TPSR life skills, **resolving conflict in a peaceful way** and **being reflective** were the only two TPSR life skills learned in Project Effort that have been valuable to her working experience. **Resolving conflict in a peaceful way** was helpful when she was working in the after-school program. She explained that one of her supervisors was having a hard time with her life and she had the tendency to take it out with the tutors. At first, Duke mentioned that she would respond back the same way that the supervisor was treating them. She did not like the tension that



was between them and talked to her supervisor to let her know how she felt. The supervisor apologized and never again took it out on the tutors.

**Being reflective** was also useful in her after-school program job. She said that at the end of the day she would write in her journal about how the activities went with the kids, how they reacted, and different approaches that she can use with certain kids:

I mean cause at the end of the day I had a journal that I would write in as far as how work went with the kids and how certain kids acted. How different approaches that I need go about to certain kids. Maybe going and talking to the parents and trying different ways to influence that kid or to get that kid lined up.

The only character trait identified by Duke, **being passionate**, has been useful in her working experience. She is passionate about work even if she does not like it. Duke mentioned that she is the uplifting person that walks with a smile, asks questions, helps other people, and makes sure that everything is going according to plan.

**TPSR values and life skills that have been useful in Duke's relationship with family and friends. Leadership** is the only TPSR value acquired by Duke in Project Effort that has been useful to her relationship with friends. She truly believes that she is a leader just by graduating from college and showing them that it can be done. Duke mentioned that she was talking to one of her friends about her college experience and he got motivated and decided to enroll in college.

**Resolving conflict in a peaceful way** and **communication** were the only two TPSR life skills learned in Project Effort that have been useful to her relationship with her family. **On resolving conflict in a peaceful way**, she explained that in the past she would avoid or ignore conflict with her family. Now when a conflict arises, she is able to

tell her family how she feels about the situation. Duke explained that she might not do it at the moment but she lets them know at some point. In respect to **communication**, Duke explained that she did not have a good relationship with her father during her childhood and she decided to write him a poem to let him know how she felt:

As far as my Dad, like, just, because I had trouble childhood with my dad. Like I have never told him how I felt and one day I got the courage just to write him a poem. And I remember letting one of my mentors read it and he just told me to let my dad read it and see how you feel. And for a long time, I didn't, but at some point I ended up letting my dad read it. And we cried and he didn't know how I felt with him. Me and him just had misinterpretation about a lot of things. And that was like a stepping stone.

#### **Other Influences in Duke's Life (Identity–Event)**

**TPSR values acquired through other sources. Caring, helping others, and respect** were categorized by Duke in the card sort activity as TPSR values that were acquired through other sources not related to Project Effort. She learned these values through her mother. In relation to **caring**, she explained that she learned to be caring by watching how her mother treated other people. She mentioned that her mother showed that she cared by helping people in any way she could. Duke mentioned that she learned to **help others** by watching her mother. Duke's mother always has helped family members by providing them a place to stay or by giving them food if they are hungry. As far as **respect**, Duke explained that when she was growing up her mother would teach her to always be respectful and to treat others the way that you wanted to be treated:

From my mom. I mean growing up as a kid that was just one of the manners she told me. She told me to always be respectful and treat others how you want to be treated. And then as I got older I just learned more ways to be respectful as far as

yes ma'am, no ma'am, yes sir, no sir, and I understand certain ways, like I was telling, you respect is a universal language. It's started at childhood.

**TPSR life skills acquired in other places.** **Teamwork** and **planning** were categorized by Duke in the card sort activity as TPSR life skills that were acquired through other sources not related to Project Effort. On the subject of **teamwork**, she stated that sports, especially basketball, taught her about the importance of teamwork. Duke explained that in order to be successful in sports you have to be able to work with your teammates. In regards to **planning**, she mentioned that she learned to plan with her high school track coach but she does not recall how she learned it.

**TPSR values and life skills that have been useful in Duke's educational experiences.** **Respect** is the only TPSR value learned outside Project Effort that has been applicable to Duke's educational experience in college. Duke has shown respect to her professors. For example, she mentioned that she was giving a presentation and the professor clapped and told her that she did not expect for her presentation to be as good as it was. Duke got angry because she felt that the professor did not think that a black person could give a good presentation. She said that her first reaction was to yell to her professor in front of the class but she did not because of respect for her. Duke talked to her professor after the class to let her know how she felt. The professor responded by explaining Duke that she did not mean it in that way.

**Planning** is the only TPSR life skill learned outside Project Effort that has been useful to Duke's educational experience in college. Duke would plan everything related to her college education. She mentioned that she would prepare her class schedule based

on her work schedule. As far as doing the work for her classes, she would look at the syllabus to plan how she was going to complete the workload.

**TPSR values and life skills that have been useful in Duke's work experiences.**

**Helping others** and **respect** are the two TPSR values learned outside Project Effort that have been applicable to Duke's experience in work. Duke mentioned that in the nursing home she helps her co-workers as soon as she is done with her responsibilities. For example, if she finished preparing the trays, she would help the person that is cooking before taking her break. In regard to **respect**, Duke mentioned that when things do not go her way with other people at work she bites her tongue to avoid being disrespectful and to not lose her job.

**Teamwork** is the only TPSR value learned outside Project Effort that has been valuable to Duke's experience in work. She explained that working together was very helpful when she was working at the fast food restaurants. She mentioned that in order to provide a good service to the customers, all the employees needed to work together.

**TPSR values and life skills that have been useful in Duke's relationship with family and friends.** **Respect**, **caring**, and **helping others** are the three TPSR values learned outside Project Effort that have been useful to Duke's relationship with family and friends. On **respect**, she explained that she tries to be respectful with her family and friends by listening to their opinions and taking them into consideration whenever she is making a decision. On the subject of **caring**, Duke shows that she cares about her family and friends by helping them and being supportive. She writes to her brother who is in jail and also tries to visit him on a weekly basis. Also, Duke said that when her mother is sad

she always is there to talk to her. In relation to **helping others**, she provides transportation to her friends or lends them money when they are in need. Also, Duke has always helped her mother and brother economically. She mentioned that she sends money to her brother who is in prison. In relation to helping her mother, Duke helped pay the bills when her mother was out of a job.

### **Case 5—Tamika**

#### **Background Information**

Tamika is a 28-year-old female who was born and raised in Greensboro, North Carolina. She describes herself as a person who is caring and compassionate. Tamika and her older brother were raised by both parents. She grew up in an environment where both parents were addicted to drugs and alcohol. She grew up without help or affection from her parents. Tamika does not have a relationship with her brother because she thinks he is a mean person who always thinks about himself and nobody else.

Tamika mentioned that getting married has been the most significant event in her life. She has been married for six years. She describes her marriage as a turnaround in her life because she stopped using drugs and alcohol. Her husband is her soul mate and has helped her a lot with the family responsibilities. She describes her husband as a quiet, wonderful, and hard working person.

Tamika is the mother of three boys and one girl. The boys are ten, eight, and four years old. The girl is one year old. She had her first two boys when she was in high school. Tamika describes her oldest son as humble and quiet; the eight year old is energetic and likes to fight a lot. Her youngest son is a regular kid who likes to watch

cartoons. She said that she enjoys spending time with her children. She has her sons playing sports all year around. They participate in baseball, football, and basketball leagues. In relation to her daily tasks as a mother, she said:

I get up at five thirty. Because you know I have to shower so then I go and iron everybody's clothe and then my clothes. Then I wake them up about six fifteen get them dress and I still brush their teeth cause cavities. So I take all them to the bathroom and brush their teeth. Then we have to be out the door by six forty-five. So, then I go to work for eight hours, then come home and then we go and do our sport. Then I cook dinner.

The biggest challenge as a mother has been dealing with the peer pressure that her oldest son is confronting in school. Tamika's sons go to a school where the majority of the families have a higher income. Her oldest son complains about why he does not have things that his classmates have such as American Eagle clothes. Tamika tells her son that they cannot afford it but he does not understand.

Tamika described her educational experience in school as "horrible." One of the many challenges that she confronted was not having support from her family. Her parents' priorities were to use drugs and alcohol. She said that there were times where she did not have a pencil, a piece of paper, books, or the materials to do a school project. Tamika stated that she was not a fast learner. She struggled a lot with math.

Another challenge that Tamika confronted during her high school years was that she suffered from depression and as a consequence started to use drugs and alcohol. She explained that the combination of depression with alcohol and drugs made it hard for her to focus in school. The last big challenge Tamika confronted during her high school years

was getting pregnant twice. She said that her motherhood responsibilities did not allow her too much time for doing her school work.

Although Tamika described her school experience as horrible, she indicated that she enjoyed going to school because she did not have to stay at home and she could rely on the school principal and counselor. She explained that she could always go to the principal and counselor to talk about anything.

Tamika mentioned that her years in school taught her to keep on pushing. She learned that things can be challenging but you have to overcome them. Also, she believes that she can do anything in life because she got through the most challenging and toughest times in high school.

Tamika is pursuing an on line bachelor's degree in criminal justice. She started in 2008 and is expecting to finish by 2012. She takes one class at a time. Each class lasts 5 weeks. She decided to major in criminal justice because she is tired of working in the health field, and wants to become a probation officer. She describes her on line education experience as hard because every time she needs help, she has to email the instructor instead of talking to them in person. Tamika mentioned that she does all her class workload around 10 pm after her children's sport activities.

Tamika has been working in the health field for thirteen years as a certified nurse assistant (CNA) and as a medical technician (med-tech). She has a part-time and a full-time job. For her part time jobs, Tamika works as a CNA and med-tech. She works around 25 hours a week. She assists patients with daily tasks (dressing, bathing, brushing

teeth, and feeding) that they cannot do by themselves. As a med-tech, she gives medicine to the patients.

In relation to her full time job, Tamika works as a dental assistant in a pediatric dental office. Tamika describes her daily tasks as hard:

It is redundant and you go in at 8 o'clock and hit the clock you go to your work station. You go and look to your computer and you call people back. And you clean teeth. Or if you work with the dentist, you go from room to room, room to room. So it's the same thing, sometimes you don't get a lunch, sometimes you do. It depends on the work load.

The only challenge that Tamika has confronted as a dental assistant in a pediatric office is dealing with the parents. She explained that some parents complain about the dental procedures that she does on the parent's children.

Tamika started in Project Effort when she was in the third grade and seven years old. She attended the program for ten years. The first five years she participated in the sports club and the remaining five with the Youth Leader Corps. She does not remember why she was selected to participate in Project Effort. Before participating in Project Effort, she described herself as a boring and reserved person who did not have too many friends.

Tamika described Project Effort as a fun and positive program that focused a lot on the concept of teamwork. She participated in the program for 10 years because of the support that she received from the staff, especially from the program director. Tamika explained that the staff provided her with positive guidance, and were realistic with her at all times.



### **Tamika's Perception of TPSR Values and Life Skills (Prescription–Identity)**

**Importance of TPSR values.** **Helping others**, **respect**, and **caring** were the three TPSR values that Tamika categorized as really important in the card sort activity. She classified the TPSR value of **helping others** as really important because she believes that everybody needs a push when they are struggling. As far as **respect**, Tamika considers that everybody in this world should be respected. Also, she believes that she has to respect other people in order to be respected. In regard to **caring**, she explained that caring is important because it shows that somebody cares about you:

Because, I mean to me it shows that a person cares. You know, you have someone to look up to. If nothing else you need to know that somebody cares.

**Accepting others** and **leadership** were the only two TPSR values that Tamika categorized as really important in the card sort activity. On **accepting others**, she believes that it is important to accept people the way they are. However, she thinks that accepting others is not that important when people are obnoxious and can be a bad influence. In relation to **leadership**, she mentioned that she has never cared for being a leader and that she prefers to stay on the side guiding her own self:

I never really cared for being a leader. I mean on my kids, being like the lead role model. But, let me just sit on the side line, you know, let me stand my own direction. And let me stay on my lane.

**Importance of TPSR life skills.** Six out of eight TPSR life skills were categorized by Tamika as really important in the card sort activity. On **teamwork**, she believes that working with other people makes her life easier. She believes that not

working together can lead to a disaster. In regards to **goal setting**, Tamika said that setting goals is important because it provides time limits to accomplish certain things:

Because you have to set goals. To me goals are like a time limit and you going to do certain things to meet that time limit. So that's why I think goal setting is important for me.

**Self-direction** and **effort** are also among the TPSR life skills that were categorized by Tamika as really important. On the subject of **self-direction**, she said that when people are self-directed, they know what they want in life and what direction they should follow. She stated that she would not be where she is now if she had not been self-directed. In relation to **effort**, Tamika considers that it takes effort and will to make things work:

Because it takes effort to make anything work. To me you got to have the effort or the will to do it. I mean without effort there is nothing.

**Planning** and **resolving conflict in a peaceful way** are the last two TPSR life skills that were categorized by Tamika as really important. In relation to **planning**, she mentioned that planning is important for her because when she does something without planning it never works. On **resolving conflict in a peaceful way**, she indicated that she likes to resolve her problems peacefully. She does not like dramas. Sometimes she walks away from a situation to avoid confrontation, and there are occasions that she resolves the conflict by talking with the person.

**Communication** was the only TPSR life skill that was categorized by Tamika as kind of important. In relation to the importance that communication has to her life, she said:

Cause, I'm just not a talking person. Communication, I don't know, I just think that it's easy to be misunderstood. So less communication I do makes it very easy for me. And at times, I don't want to be talk to. I just think is something personal I guess, because most of the time, like I said most of the time, I'm tiresome."

**Being reflective** was the only TPSR life skill that was categorized as not important at all. Tamika said that she is not reflective because she faced a lot of negativity and criticism when she was growing up:

Because I face so much criticism growing up, like my family, everything you do is not right. I don't care if you are going to college; you aren't going to make it. If you try to start this business, this business is going to fail, you know, I just had so much negativity in my life. So I choose not to be reflective.

### **Influence of Project Effort in Tamika's Life (Prescription–Event)**

**TPSR values acquired in Project Effort.** **Caring** and **helping others** were identified by Tamika in the card sort activity as TPSR values that she acquired during her participation in Project Effort. In relation to **caring**, Tamika explained that she learned to care by seeing how the staff cared about her. She also mentioned that every time that she left the program she felt that somebody cared about her. Tamika indicated that the staff showed her affection by hugging her, giving her positive feedback, guidance, and helping her with everything that she needed. On the subject of **helping others**, she explained that she learned to help others in Project Effort. It is where she received the most help in her

life. Project Effort staff was always there to help her during her worst moments. She also gave credit to her high school principal and counselor.

**TPSR life skills acquired in Project Effort.** Tamika in the card sort activity identified **being reflective, teamwork, goal setting, effort, and resolving conflict in a peaceful way** as TPSR life skills that were acquired through her participation in Project Effort. In regard to **being reflective**, she indicated that after teaching the participants, the leaders were given time to analyze the activities and reflect on what went right and wrong. As far as **teamwork**, Tamika learned the concept because it was one of Project Effort' standards. She said that the staff was always emphasizing that a person could not do all the work alone. However, the discourse approach was not the only way that Tamika learned about teamwork. She also acquired the concept by working together with other leaders in preparing and teaching the activities for the kids. On the subject of **effort**, Tamika said that the staff emphasized the importance of trying new things, and that nothing would work without effort. Also, she experienced it on games and activities that were hard for her to do.

In relation to **resolving conflict in a peaceful way**, Tamika explained that before participating in Project Effort she had trouble controlling her mouth and that she would tell everything that was on her mind. She believes that the program taught her that the best way to resolve a conflict was for her to calm down, not fight, and to talk about the problem. About **goal setting**, Tamika mentioned that she learned the concept by setting goals for the activities that were planned for the kids. Tamika said that she would set goals that were challenging but reasonable.

**TPSR values and life skills that have been useful in Tamika's educational experiences.** Tamika did not identify any TPSR value learned in Project Effort that has been useful to her educational experience in college. In relation to TPSR life skills, **goal setting** is the only skill learned in Project Effort that has been of great help in college. Tamika mentioned that in 2002 she thought about pursuing a college degree but made excuses not to. In 2004 she established a four year goal to start college, and in 2008 she began her criminal justice degree.

**TPSR values and life skills that have been useful in Tamika's work experiences.** **Helping others** and **caring** are the two TPSR values learned in Project Effort that have been helpful to Tamika's working experience. In regard to **helping others**, she explained that in the medical field it is important to help your co-workers. She added that when working with the dentist she helps him in on whatever he needs, and as a CNA, she helps her patients with the daily tasks that they cannot do by themselves. On the subject of **caring**, Tamika mentioned she cares as a pediatric dental assistant because kids are afraid of the dentist. She tries to make the visit go smoother by letting the kids know that everything is going to be okay.

**Effort, resolving conflict in a peaceful way** and **teamwork** are the three TPSR life skills learned in Project Effort that have been helpful to Tamika's working experience. She mentioned that it takes a lot of effort for her to work around 60 hours a week between her two jobs. On **resolving conflict in a peaceful way**, she said that now she walks away and does not argue when a problem arises at work. Tamika works with a CNA colleague that is always complaining and she stays away from her to avoid conflict

and confrontation. As far as **teamwork**, Tamika works together with the dentist in order to treat well the patients. She tells the dentist the information he needs to know about the patient or helps him with the procedures.

**TPSR values and life skills that have been useful in Tamika's relationship with her family.** **Caring** and **helping others** are the two TPSR values learned by Tamika in Project Effort that have been useful to her relationship with her family. In regard to **caring**, she shows that she cares about her children by talking to them, being supportive, not being judgmental, understanding their situation, helping them, and letting them know how much she loves them. On the subject of **helping others**, she indicated that she helps her children emotionally and financially. She makes sure that her children have all the basic needs. She tries to please her children with everything they want even when she lacks money. In regard to helping her children emotionally, there was no difference to what she responded with the TPSR value of **caring**. Also, Tamika said that she teaches her children about the importance of helping others by donating money to shelters.

**Teamwork** and **goal setting** are the only two TPSR life skills Tamika learned in Project Effort that have been useful to her relationship with her family. She works together with her husband to raise their children. They make sure that they respect each other's decisions when it comes to their children. As far as **goal setting**, Tamika set and accomplished several goals to improve her quality of life. She moved from the projects, obtained a house, got and kept a job, and is in college.

### **Other Influences in Tamika's Life (Identity–Event)**

**TPSR values acquired through other sources. Respect and accepting others** were categorized by Tamika in the card sort activity as TPSR values that were acquired through other sources not related to Project Effort. In relation to **respect**, she indicated that one of the few things that she learned from her mother was to be respectful. Tamika said that her mother was always telling her to show respect to her mother's friends. She was not allowed to address them by their first name. However, Tamika felt that her mother was big with respect but she did not apply it often with her. She thinks her mother was not respectful when consuming alcohol and getting drunk. In regard to **accepting others**, Tamika has learned to accept the fact that her mother is a drunk and comes from a dysfunctional family:

Because I have to accept a lot of things that I did not want to. Who wants to accept that your mother is a drunk. Nobody wants to accept that but you have to. Even with my family, I got one of the most dysfunctional families in the world. I really believe that but you accept them because everybody is different.

**Leadership** was categorized by Tamika in the card sort activity as a TPSR value that she has not acquired. When she was asked to explain why she responded:

I just don't think that I have the potential. You know, I kind of stay in my lane. I do stuff that I feel is right. But I won't consider some of the things I do as a leader because I still have poor judgment.

**TPSR life skills acquired through other sources. Communication, self-direction, and planning** were categorized in the card sort activity as TPSR life skills that were acquired through other sources not related to Project Effort. Tamika explained that

communication is something that has always been within herself because she has always been very expressive. She mentioned that she lets people know if something is bothering her. As far as **self-direction**, she also acquired this life skill by herself. Tamika explained that when she failed in ninth grade, she self-directed herself to get her high school diploma no matter what. She also gives credit to the Project Effort director, her high school principal, and her counselor for helping her overcome some barriers.

In relation to **planning**, Tamika indicated that she did not plan when growing up but all this changed when she met her high school counselor in ninth grade. Tamika was struggling during her freshmen year in high school and her counselor made her plan on things that she needed to do to pass her freshman year:

I was going to quit school, I hated it, I was not passing, I had a hard time. So, we [referring to her and the counselor] had to sit down and we just made a plan for the 9<sup>th</sup> grade year of things that I need to do. One thing was coming to school; I need you to plan to go to school as much as possible. I need you to plan to come to school, and when you come to school I need you to have the books and with the books I want you to do the home works. So I think we kind of just worked it out because it was the hardest year.

**TPSR values and life skills that have been useful in Tamika's educational experience.** Tamika did not identify any TPSR values learned through other sources not related to Project Effort that have been useful to her educational experience. In relation to life skills, **planning** was the only TPSR life skill learned from other sources not related to Project Effort. Tamika mentioned that she has to plan her study time. In order for Tamika to do school work, she makes sure that the kids go to bed around 10 pm so she can study and do her assignments.



**TPSR values and life skills that have been useful in Tamika's work**

**experience. Respect** is the only TPSR value learned outside Project Effort that has been useful in Tamika's work experience. Tamika shows respect at work by moving on and letting things go when she thinks she is going to be disrespectful. When she is working as a dental assistant and her patients' parents get rude she does not respond back in a disrespectful way. In regard to TPSR life skills, **communication** is the only TPSR life skill learned through other sources that has been useful to her working experience. Tamika mentioned that as a dental assistant it is very important for her to communicate with the dentist. She has to tell the dentist what is going on with the patient and inform him about the patient's previous record.

**TPSR values and life skills that have been useful in Tamika's relationship with her family. Accepting others and respect** are the two TPSR values learned through other sources that have been useful in Tamika's work experience. In relation to **accepting others**, she explained that in her husband's family there is always something wrong and a lot of drama that she has to deal with. When it comes to **respect**, her main message for her children is to not open their mouths if they are not going to say nice and positive things.

**Planning, communication, and self-direction** are the TPSR life skills learned through other sources that have been useful in Tamika's work experience. In regard to **planning**, she stated that she plans family vacations with her husband. For example, they booked a trip with two years of anticipation because each airplane ticket cost fifty dollars. Also, she mentioned that they saved around twenty-five dollars monthly for a period of

two years in order to pay the travel expenses for things like food and hotel. As far as **communication**, Tamika explained that during dinner the family sits together and talk about their feelings and how the day went:

We talk, like at dinner, we have to have dinner every night together and we sit down and talk about each other feelings or what went on for the day.

On **self-direction**, Tamika explained that she directed herself in order to get out of public housing and change her life style because she realized that she was not going anywhere if she continued on that pathway. Also, she mentioned that her children have motivated her to do better in life because she wants to provide them with a type of living that she did not have when growing up:

My self-motivation comes from my children. I don't think I would be as motivated as I am without them. Because of them I have two jobs. If it was just me, I won't work two jobs. Go in to college. To be honest, if it was not for them, I would not go to any college. I self-motivated myself because I think in life at some point I want my kids to have a certain type of living that I didn't have.

## CHAPTER V

### CROSS-CASE FINDINGS AND DISCUSSION

The purpose of this study was to investigate the extent to which Project Effort has guided former participants' lives. Specific questions that guided the research were: (a) How are the values and life skills of former participants aligned with the experiences provided by Project Effort?; (b) How have former participants' perceptions of Project Effort experiences guided the way that they have lived their lives?; and (c) How important TPSR values and life skills acquired through other sources guided participants' lives? Cross-case analysis findings and discussion regarding the three research questions are presented.

#### **Research Question 1—Participants' Perceptions of TPSR Values and Life Skills**

The purpose of the first research question is to describe the level of importance that TPSR values and life skills had on participants' lives. The findings of the cross case analysis will be presented in two sections: (a) the importance of TPSR values, and (b) the importance of TPSR life skills on participants' lives.

##### *Importance of TPSR Values on Participants' Lives*

**Helping others** and **respect** were identified most often as TPSR values that were really important to the participants' lives (see Table 5.1). The identity-prescription link becomes well defined here. That is, that the participants' identity in terms of the TPSR values of helping others and respect is aligned with the philosophy and experiences

provided by Project Effort. This means that the participants and Project Effort believe that these two values are important for people to have.

In relation to **respect**, the main explanation among the participants was that respect was important because if they wanted to be respected, they needed to respect others first. It demonstrates that the participants awaited respect, and that to receive it, they needed to show respect first. This type of message is constantly reinforced in Project Effort.

**Table 5.1**

*Importance of TPSR Values on Participants' Lives*

<b>TPSR Values</b>	<b>Really Important</b>	<b>Kind of Important</b>	<b>Not Important</b>
Accepting others	2	3	0
Caring	3	2	0
Helping others	5	0	0
Leadership	3	2	0
Respect	5	0	0

Background experiences may explain why the participants perceived respect as something really important to their lives. It is important to remember that some of Project Effort's participants come from backgrounds where there is a lot of violence and a lack of respect. For example, Duke and Bob told that they have been disrespected because of their race, and Elizabeth mentioned that she and her family were persecuted by the Vietnam government because of their religious belief. It would seem that past experiences may have played a huge role in considering the value of respect as very

important. They want to be treated the same way other people are treated when it comes to respect.

Family is another reason for perceiving respect as something very important to them. Four of the participants were constantly reinforced by their parents about the importance of respecting others during their childhood and adolescent years. This implies that family values can influence their children on the importance of respect.

Inner-city culture may also explain why participants perceived respect as something really important to their lives. All the participants of this study resided in inner-city areas at some point in their lives. Therefore, their perception of respect might be influenced by the inner-city culture. Respect is interpreted differently among inner-city youth. Hemmings (2003) explained that inner-city youth perceive respect as a something important for surviving in the streets and school. She also explained that in order to survive in their environment in which they are surrounded, they use respect as a tool to gain personal authority over others, social status, self-esteem, and some kind of protection. This interpretation of respect is different to the interpretation that Project Effort tries to impart. Project Effort tries to encourage participants to abandon their former perception of respect by promoting concepts such as respecting the feelings and rights of others, practicing self-control, including everyone in the activities, and solving conflicts in a peaceful way.

**Helping others** was the other TPSR value that participants perceived as very important. Their rationale was based on the idea that everybody needs help at some point in their lives. A strong argument can be made that participants are more willing to help

when they sense that somebody is in need. This argument is supported by Barnett's (2001) research which showed that most youth will help other people when they perceive that they need help. Most of the participants had a rough childhood and adolescence years, therefore, they may have prioritize the value of helping others as something important because they can identify themselves with people that need help.

Country and socio economic status also play a role here. Families of the participants of this study struggle with their economic situation and some of the families, like the family of Bob and Elizabeth, come from others countries, which makes it harder to function in this society. Helping others is a way for the participants' family to survive and function in the mainstream of western culture (Buckley, Thorngren, & Kleist, 1997). This is a characteristic of resilient families. Buckley et al. (1997) explained that resilient families, especially underserved, tend to support each other emotionally and economically. For example, Bob helps his brother financially by allowing him to stay in his apartment without paying rent. Also, Duke took a second job to help her mother when she lost her job. This example shows that helping their family is important for the participants.

In regard to the remaining TPSR values (e.g. **accepting others**, **caring**, and **leadership**), not all the participants perceived that those values were really important to their lives. Some of the participants considered that those values were kind of important to their lives. For example, some of the participants perceived the TPSR value of **leadership** as something kind of important to their lives and one of the rationales was bases on the ideas that an individual does not have to be a leader to be effective.

**Importance of TPSR life skills on participants' lives.** Most of the TPSR life skills, with the exception of **being reflective** and **resolving conflict in positive way**, were important to the participants (see Table 5.2). This means that their identity in terms of TPSR life skills was aligned with the philosophy and experiences provided by Project Effort. In other words, this signifies Project Effort and participants believe that TPSR life skills are vital to the lives of individuals.

**Table 5.2**

*Importance of TPSR Life Skills on Participants' Lives*

TPSR Life Skills	Really Important	Kind of Important	Not Important
Effort	5	0	0
Communication	4	1	0
Goal Setting	4	1	0
Planning	4	1	0
Reflective	2	2	1
Resolving Conflict in a Peaceful Way	2	3	0
Self-Direction	5	0	0
Teamwork	5	0	0

**Effort** was one of the life skills that were really important to the lives of the participants. The main theme among most of the participants was that with effort you can accomplish things in life. Given the environment in which most of them live, accessing resources is a challenge. Therefore, effort can be considered a surviving skill. This was shown in Tamika's effort to take care of her family. She showed effort by waking up at 5

in the morning to prepare her children for school, working 60 hours on a weekly basis, coming home after work to take care of her children, and by studying to finish her college degree.

**Teamwork** was also among the TPSR life skills that were really important to the participants. Their rationale was based on the idea that by working together with other people you can be more effective and successful. The message often given by Project Effort leaders and staff was that working together accomplishes more than doing things by your own. For example, the program director in the reflection section would always use the analogy “one finger cannot pick up a stone” to explain the importance of teamwork. Similar to the value of helping others, the concept of working together is a way for the participants to survive and function in this society. For example, Tamika and the school counselor worked together on making a plan on things that Tamika needed to do in order to pass her freshmen year in high school.

The TPSR life skills of **goal setting** and **planning** were also perceived by all the participants, with the exception of one (i.e. Bob), as really important. The participants indicated that both life skills kept them on track and allowed them to organize their thoughts and accomplish things. Interestingly, these two life skills have not been prioritized by program members in Project Effort, the staff has to constantly remind program members to plan the lessons for the following week. However, perhaps inside the participants mind they perceived the TPSR life skills of planning and goal setting as meaningful because both life skills can play a huge role in improving their quality of life. This is supported by the resiliency research (Werner & Smith, 1989), which explains that



planning and goal setting are protective factors that have helped youth handle their problems and overcome obstacles.

Although **self-direction** was perceived as really important by the participants, their reasons were different from one another. Some of the participants (i.e. Bob, Gino) associated self-direction with the importance of not relying on other people to do things; and the rest of the participants (i.e., Duke, Tamika, and Elizabeth) viewed self-direction as having a sense of control over their lives. Both rationales have connotations of autonomy and independence, which is similar to the message of the TPSR model. The TPSR model focuses on individual's ability to work independently, to set and work on personal goals, and to have the courage to make personal choices that may not meet the approval of their peers (Hellison et al., 2000).

This perception of not relying on other people and having a sense of control of their lives is something that may have developed based on the circumstances where the participants were raised. Let us look for a moment at Bob's case; Bob was forced to take care of himself after graduating from high school because he did not have family support. To take care of himself he decided to work in two jobs at the same time. The main point here is that participants may perceive self-direction as really important because they might see it as a surviving skill that is very useful to their lives.

**Communication** is the last TPSR life skill that was perceived as really important by most of the participants. They gave different rationales about the importance of communication. Two of the participants (i.e., Bob and Duke) believe that without communication people cannot accomplish things. Another participant (i.e., Elizabeth)

considers that communicating helps her learn new things from different people. Gino perceived communication as a tool that could benefit him in the future in relation to getting a job or improving his quality of life. All of these responses given by the participants are good examples of how the TPSR life skill of communication can facilitate their lives.

### **Research Question 2—Influence of Project Effort in Participants' Lives**

The second research question was: How have former participants' perceptions of Project Effort experiences guided the way that they have lived their lives? The findings of the cross case analysis will be presented in the following sections: (a) TPSR values and life skills acquired in Project Effort; (b) methods of learning TPSR values and life skills; and (c) TPSR values and life skills that have been useful in different contexts of the participants' lives.

**TPSR values and life skills acquired in Project Effort.** To understand how Project Effort has guided the lives of the participants it is important to know what TPSR values and life skills they acquired in the program. Table 5.3 presents the TPSR values that were learned by the participants in Project Effort. As can be seen in Table 5.3, Project Effort was very influential in teaching participants the TPSR values of **leadership** and **helping others**. Based on the findings in this section and the previous one, it can be said that Project Effort was very influential in teaching the importance of **helping others** and **leadership**.

On the contrary, Project Effort was not that influential in teaching the values of **respect** and **caring**. These findings are surprising due to the fact that Project Effort staff

is constantly promoting these two values. This also means that the importance that respect has in their lives came from other sources not related to Project Effort. These findings raise uncertainty of other TPSR research in regard to whether participants acquired the values of respect and caring in TPSR programs. There is a possibility that participants in previous studies acquired the values prior to their participation and that they were reinforced in the programs.

**Table 5.3**

***TPSR Values Learned in Project Effort***

<b>TPSR Values</b>	<b>Bob</b>	<b>Gino</b>	<b>Elizabeth</b>	<b>Duke</b>	<b>Tamika</b>	<b>Total</b>
Accepting others	X			X		2
Caring					X	1
Helping others	X	X	X*		X*	4
Leadership	X	X	X*	X		4
Respect			X*			1

\*Acquired by other sources and in Project Effort

Table 5.4 presents the TPSR life skills that were acquired by the participants through their participation in Project Effort. Project Effort was very influential in teaching participants the TPSR life skills of **being reflective**, **teamwork**, and **goal setting**. In regard to being **reflective**, the participants acquired the TPSR life skill of being reflective in Project Effort yet the majority of them did not perceived it to be important. This raises the question of whether they were able to apply this life skill in

their own lives. It is one thing to learn and know about something that is not that important, but it is another thing to be able to apply it.

**Table 5.4**

***TPSR Life Skills Learned in Project Effort***

<b>TPSR Life Skills</b>	<b>Bob</b>	<b>Gino</b>	<b>Elizabeth</b>	<b>Duke</b>	<b>Tamika</b>	<b>Total</b>
Effort		X		X	X	3
Communication	X		X	X		3
Goal Setting	X		X*	X	X	4
Planning	X	X	X			3
Reflective	X	X	X*	X	X	5
Resolving Conflict in a Peaceful Way			X	X	X	3
Self-Direction			X*	X		2
Teamwork	X	X	X		X	4

\*Acquired by other sources and in Project Effort

**Teamwork** and **goal setting** are the other two TPSR life skills that Project Effort was very influential in teaching the participants. Contrary to the TPSR life skill of being reflective, these two life skills were perceived to be really important to the participants. It would appear, then, that Project Effort was influential not only in teaching those two life skills but also in promoting the importance of them.

**Methods of learning TPSR values and life skills.** This section describes the perceptions of the participants on how they learned the TPSR values and life skills. They indicated that they learned most of the TPSR values and life skills through an experiential

approach (see Table 5.5). That is, that they learned it by doing things related to the values and life skills. Dewey (1938) defines the experiential approach as “learning by doing.”

Dewey also added that learning occurs when the education is grounded in experience.

**Helping others** and **leadership** were the two TPSR values that were mainly learned through an experiential approach. In regard to **helping others**, the majority of the participants stated that they acquired the concept of helping others when they were working with kids and helping them to do the activities. Another way that Project Effort taught this value was by having youth leaders host a shelter for single mother families. The TPSR value of **leadership** was learned by the participants because Project Effort provided them opportunities to be in front of kids and lead activities.

**Table 5.5**

***TPSR Values and Life Skills Learned through an Experiential Approach***

<b>TPSR Values</b>	<b>Participants</b>
Accepting others	Bob
Helping others	Bob/Gino/Elizabeth
Leadership	Bob/Gino/Elizabeth
<b>TPSR Life Skills</b>	
Effort	Tamika
Communication	Bob/Duke
Goal Setting	Bob/Elizabeth/Tamika/Duke
Planning	Bob/Gino/Elizabeth
Reflective	Bob/Gino/Elizabeth/Duke/Tamika
Resolving Conflict in a peaceful Way	Elizabeth
Self-Direction	Elizabeth/Duke
Teamwork	Bob/Gin/Elizabeth/Tamika

**Being reflective, planning, goal setting, and teamwork** were the four TPSR life skills that were mainly learned through an experiential approach in Project Effort. All of the participants indicated that they learned to **be reflective** by thinking about their lessons after teaching. At the end of the lesson, Project Effort allows time for youth leader to reflect on their lesson and their performance as a leader.

As far as **planning**, all of the participants (i.e., Bob, Gino and Elizabeth) that acquired the skill in Project Effort mentioned that they learned the concept by preparing lesson plans for the activities. After teaching the lesson and doing the reflection, youth leaders gather in their small group to plan the lesson of the following week. This allows them to be prepared when they come the next week. Also, part of the planning consists of preparing the activities (e.g. basketball drills), the materials needed (e.g. balls, cone), and to set some goals (e.g. working on effort) that they want to accomplish. The last part mentioned on planning a lesson, **goal setting**, is another TPSR life skill that participants acquired through Project Effort. They mentioned that they learned it by setting goals for the activities that they planned for the kids. The common denominator in all the life skills mentioned above is that Project Effort provided the participants time to experience such life skills. All of the life skills mentioned above were integrated into the lessons throughout the lifetime of the program.

The majority of the participants also learned about **teamwork** by working together with other leaders while preparing and teaching activities to kids. This was possible because Project Effort divides youth leaders into groups of two or three and allows them to work together in preparing and teaching lessons to children. For example,

Gino mentioned that leaders needed to work together to help control the kids when they were misbehaving during the activities.

Participants also indicated that they learned some of the TPSR values and life skills by listening to the program staff talk about the TPSR values and life skills. This approach allows individuals to process the information, construct meaning, and respond to the messages (Emmert, 1994). This approach was very effective in teaching the TPSR life skill of **effort**. All three participants that acquired the life skill of effort in Project Effort indicated that the main message given by the staff was to keep on trying new things. This was accomplished by creating activities which would promote these ideals and have the children step out of their comfort zone. When they would become discouraged or frustrated they would be positively reinforced by the program staff. Some other TPSR values and life skills learned through this approach can be seen in table 5.6.

**Table 5.6**

***TPSR Values and Life Skills Learned through Listening***

<b>TPSR Values</b>	<b>Participants</b>
Leadership	Duke
Respect	Elizabeth
<b>TPSR Life Skills</b>	
Effort	Gino/Duke/Tamika
Resolving Conflict in a peaceful Way	Duke/Tamika
Teamwork	Elizabeth/Tamika

Observational learning was another approach in which participants learned some of the TPSR values and life skills (see table 5.7). This approach is defined as the ability to learn to perform an action by seeing it done (Torriero, Oliveri, Koch, Caltagirone, & Petrosini, 2007, p. 1656). Participants indicated that they learned some of the TPSR values and life skills by observing the behavior of the staff. For example, one of the participants (Tamika) said that she learned to be **caring** by observing how the staff cared about her.

**Table 5.7**

***TPSR Values and Life Skills Learned through an Observational Approach***

<b>TPSR Values</b>	<b>Participants</b>
Accepting others	Duke
Caring	Tamika
Helping Others	Tamika
<b>TPSR Life Skills</b>	
Communication	Elizabeth

**TPSR values and life skills that have been useful in different contexts of participants' lives.** To understand how Project Effort has guided the lives of the participants, it is important to know how they have applied the TPSR values and life skills in their lives. Table 5.8 presents the TPSR values acquired in Project Effort that have been useful to the participants.



**Table 5.8**

***TPSR Values Acquired in Project Effort that Have Been Useful in Different Contexts of Participants' Lives***

<b>TPSR Values</b>	<b>College</b>	<b>Work</b>	<b>Family and Friends</b>
Accepting others	Duke		Bob
Caring		Tam	Tamika
Helping others	Gino	Elizabeth <sup>*</sup> /Tamika	Bob/Gino/Elizabeth <sup>*</sup> /Tamika <sup>*</sup>
Leadership	Gino	Elizabeth <sup>*</sup>	Elizabeth <sup>*</sup> /Duke
Respect			Elizabeth <sup>*</sup>

<sup>\*</sup>Acquired by other sources and in Project Effort

**Helping others** is clearly the TPSR value acquired in Project Effort that has been the most useful to the participants. All of the participants (i.e., Bob, Gino, Elizabeth, Tamika) that acquired the TPSR value of helping others in Project Effort have applied it in their relationship with family and friends. For example, Bob said that he helps his brother by letting him stay in his apartment without paying rent or any of the bills. Also, helping others has been useful at work for Elizabeth and Tamika. Both of them said that they have helped their co-workers. Elizabeth mentioned that when her co-workers are busy, she helped them to set tables and take orders. Only one participant (i.e., Gino) identified the TPSR value of helping others as useful in college. Gino mentioned that he tries to help his peers when they are struggling with a class. The findings indicate that helping others is the most meaningful TPSR value acquired in Project Effort. It would appear that Project Effort has effectively made the participants aware of the importance

of helping others, but most importantly, has made them aware of the importance of applying it in life.

**Leadership** was the second most influential TPSR value acquired in Project Effort to the participants. Elizabeth and Duke mentioned that they have been leaders to their family and friends. Elizabeth explained that she has been a leader by being a role model, helping, and giving advice to her siblings. While Duke considers that she has been a leader to her friends by graduating from college and showing them that it can be done. Only one participant (i.e. Gino) identified the TPSR value of leadership as useful to his college experience. Gino indicated that he assumes a leadership role when he has to work in groups with peers. Elizabeth was the only participant that identified leadership as something useful to her working experience. She indicated that she makes sure that everything is ready and that everyone is doing what they are supposed to.

Although four out five participants acquired leadership through Project Effort, it is important to remember that only three participants considered leadership as something really important to them. Also, three participants were able to apply it in their lives. Therefore, it would seem difficult to determine the extent to which leadership was influential to the participants.

Table 5.9 shows the TPSR Life Skills acquired in Project Effort that have been useful to the lives of the participants. **Being reflective** was the life skill that was the most useful to the participants. It has been applied in college and at work. Gino and Elizabeth have reflected on their class performances, while Duke reflected on different approaches for reaching certain kids in the after-school program. There is a bit of contradiction with

this finding. Most of the participants did not perceived being reflective as something really important but at the same time, it was the most useful to them. This indicates that Project Effort was influential in teaching the life skill of being reflective. However, the program may not be as influential in making participants more conscious about the importance of being reflective.

**Table 5.9**

***TPSR Life Skills Acquired in Project Effort that Have Been Useful in Different Contexts of Participants' Lives***

<b>TPSR Life Skills</b>	<b>College</b>	<b>Work</b>	<b>Family and Friends</b>
Effort	Gino/Duke	Tamika	
Communication	Elizabeth	Bob/Elizabeth	Duke
Goal Setting	Elizabeth*/Duke/Tamika		Elizabeth*/Tamika
Planning	Gino/Elizabeth	Elizabeth	Gino
Reflective	Gino/Elizabeth*	Bob/Duke	
Resolving Conflict in a Peaceful Way		Duke/Tamika	Elizabeth/Duke
Self-Direction	Elizabeth*		
Teamwork	Gino	Elizabeth/Tamika	Tamika

\*Acquired by other sources and in Project Effort

All three participants that acquired in Project Effort the TPSR life skills of **effort** (i.e. Gino, Duke, Tamika) and **communication** (i.e. Elizabeth, Bob, Duke) were able to apply it in different context of their lives. Effort was mainly applied at college, and communication was most useful at work. Based on this finding, it would seem that

Project Effort was doing a reasonable job in making the participants aware of the importance of effort and communication, and making them more aware of applying them in their lives.

### **Research Question 3—Other Influences in Participants' Lives**

The third research question was: How important TPSR values and life skills acquired through other sources guided participants' lives? The findings of the cross case analysis are presented in the following sections: (a) TPSR values and life skills acquired through other sources; and (b) TPSR values and life skills learned through other sources not related to Project Effort that have been useful to participants' lives.

**TPSR values and life skills acquired through other sources.** One of the main problems of a program evaluation in youth development is that it does not take into account other factors in the lives of the participants. The identity-event link of the TMR allowed identifying other factors not related to the program that have guided the lives of the participants. To understand how the participants' identity in terms of values and life skill has guided their lives, it is important to know what TPSR values and life skills they acquired in their environment.

**Self-direction** was the only life skill that was obtained outside Project Effort by most of the participants. A reason for this is that the environment (e.g. family, school, community) where the participants lived did not provide them with a lot of support, and they had to find ways to figure out things by themselves. For example, Tamika with little help, has found ways to take care of herself (improving her education, getting out of the projects, having a job), but most importantly, she has learned to take care of her children.

Elizabeth, on the other hand, learned to not rely on people to do her homework because her parents could not help her with her assignments.

Other sources not related to Project Effort were very influential in teaching the participants the TPSR values of **respect** and **caring**. These two values were mainly learned within the family context. In relation to **respect**, most of the participants (i.e. Duke, Gino, and Tamika) acquired the concept because their parents were always reinforcing verbally the importance of respecting people. For example, Duke's mother used to tell her to always be respectful and treat others the way that she wanted to be treated. The majority of the participants (i.e. Duke, Elizabeth, Bob) mentioned that their parents were a big factor in forming their attitude of caring for others. In the case of Duke and Elizabeth, they learned it by observing how their parents cared for other people. Bob's parents would always tell him and his siblings to take care of each other. These findings demonstrate that parents can play a significant role in teaching values to their children. Previous research has shown that parents' behaviors, attitude, and expectations for social and moral behavior have been associated with adolescents' endorsement of caring values (Lerner & Steinberg, 2009).

**Table 5.10**

***TPSR Values and Life Skills Sources***

<b>TPSR Values</b>	<b>Family</b>	<b>School</b>	<b>Religion</b>	<b>Culture</b>	<b>By Themselves</b>	<b>Sports</b>	<b>Total</b>
Accepting others	Elizabeth/ Tamika	Gino					3
Caring	Bob/ Elizabeth/ Duke	Gino					4

**Table 5.10 (cont)**

<b>TPSR Values</b>	<b>Family</b>	<b>School</b>	<b>Religion</b>	<b>Culture</b>	<b>By Themselves</b>	<b>Sports</b>	<b>Total</b>
Helping others	Elizabeth*/ Duke	Tamika					3
Leadership	Elizabeth*						1
Respect	Gino/Duke/ Tamika	Gino	Bob	Elizabeth			5
<b>TPSR Life Skills</b>							
Effort	Elizabeth				Bob		2
Communication		Gino			Tamika		2
Goal setting	Elizabeth*	Gino					2
Planning		Tamika/ Duke					2
Reflective	Elizabeth*						1
Resolving conflict in a peaceful Way		Gino	Bob				2
Self-Direction	Elizabeth*	Gino			Bob/Tamika		4
Teamwork						Duke	1

\* Acquired by other sources and in Project Effort

School environment was another main source in which participants learned various TPSR values and life skills. For example, school was the main place where Gino learned the values of **caring**, **accepting others**, and **respect**. He stated that his teachers were always emphasizing to their students to be respectful toward other people, and to be caring by helping and not making fun of others. School was also a place where he acquired the TPSR life skills of **communication**, **goal setting**, **resolving conflict in a**

**peaceful way** and **self-direction**. Previous research has also demonstrated that school can be a powerful socializing agent in which students acquired values and life skills (Hamilton & Hamilton, 2004; Maitless, 2010; Roeser, Eccles, & Sameroff, 2000). For example, Maitless (2010) examined the impact of a citizenship program in a Scotland secondary school. He found that students show improvement on accepting people with same sex preference and also became more personally responsible for challenging racism.

These findings are aligned with the developmental system theories that explain that the development of an individual can be altered by multiples factors or elements in the ecology (Bronfenbrenner, 1979). These findings show that there were different sources (e.g. family, school, religion, culture, sport) besides Project Effort that were very influential in the lives of the participants in terms of acquiring TPSR values and life skills.

**TPSR values and life skills learned through other sources not related to Project Effort that have been useful to the participants' lives.** Cross-case analysis also examined the application of TPSR values and life skills acquired through other sources to understand how they have guided their lives. Table 5.11 presents the TPSR values learned in other sources not related to Project Effort that have been useful to the participants.

**Respect** and **caring** are the TPSR values acquired outside Project Effort that have been the most useful to the participants. All five of the participants have embraced the value of respect in their relationship with family and friends. They reported that they showed respect to their family and friends by listening and not interrupting when they

were talking, acknowledging their presence, and resolving conflict privately and not in front of people. Respect was also useful in their work environment. For example, Tamika and Duke demonstrate respect at work by letting things go and not arguing back with their co-workers when things did not go their way. However, respect has been useful to Gino and Duke in their college career. Both of them made certain to be respectful to their professors. Gino's "rule of thumb" was that if a peer or professor is talking in a class he would listen and not interrupt.

**Table 5.11**

***TPSR Values Acquired Outside Project Effort that Have Been Useful in Different Contexts of the Participants' Lives***

<b>TPSR Values</b>	<b>College</b>	<b>Work</b>	<b>Family and Friends</b>
Accepting others	Gino/Elizabeth		Tamika
Caring			Bob/Gino/Elizabeth/Duke
Helping others		Duke	Elizabeth <sup>*</sup> /Duke/Tamika <sup>*</sup>
Leadership			Elizabeth <sup>*</sup>
Respect	Gino/Duke	Bob/Duke/Tamika	Bob/Gino/Elizabeth <sup>*</sup> / Duke/Tamika

<sup>\*</sup>Acquired by other sources and in Project Effort

Four of the participants (i.e., Bob, Gino, Elizabeth, and Duke) who acquired the value in other sources not related to Project Effort indicated that **caring** has been useful in their relationship with their families. They show that they care by helping family members, giving advice, listening to their problems, being supportive, and encouraging them. It would appear that participants' families have made the participants aware of the



importance of caring for others, but most importantly, have made them aware of the importance of applying it within the family context.

Table 5.12 indicates that self-direction was the most beneficial life skill acquired outside Project Effort by the participants. Gino and Tamika said that they have been self-directed within their family context. Recall that Tamika has continually taken care of her children as well as living without aid from her parents. Similarly, Gino has made some decisions that have been against his father's preference. For example, his father wanted Gino to study computer engineering in college but he decided to major in agriculture education. Both Gino and Elizabeth also indicated that they do not to rely on other people to do college work. Being self-directed has been useful to Bob in his real estate job. He indicated that that he does most of the work by himself. Some of the things that he has to do by himself are identify a house, get an appraisal, assess the property, and submit offers.

**Emerging theme.** Role modeling was the only theme that emerged in this study. Role models can play a huge role in determining youth attitude and behaviors (Hurd, Zimmerman, & Reischl, 2011). This was clearly shown in this study. The program director was a role model in term of teaching the participants values and life skills. For example, Duke learned to accept white people because she saw how a white person, referring to the program director, helped and fed black people. Program staff also served as role models for the participants. An example of this was shown when Tamika explained that she learned to be caring by seeing how the staff cared about her.

**Table 5.12**

***TPSR Life Skills Acquired Outside Project Effort that Have Been Useful in Different Contexts of the Participants' Lives***

<b>TPSR Life Skills</b>	<b>College</b>	<b>Work</b>	<b>Family and Friends</b>
Effort	Elizabeth	Bob/Elizabeth	
Communication	Gino	Tamika	Gino/Tamika
Goal setting	Gino/Elizabeth *		Elizabeth *
Planning	Duke/Tamika		Tamika
Reflective	Elizabeth *		
Resolving conflict in a Peaceful Way			
Self-Direction	Gino/Elizabeth *	Bob	Gino/Tamika
Teamwork		Duke	

\* Acquired by other sources and in Project Effort

Role models outside Project Effort were also reported. Parents of the participants were role models in term of teaching the values of caring and respect. Others role models for two of the participants (i.e. Gino, Tamika) were the school principal, counselor, and teachers. For example, Gino explained that he learned to be caring because his teachers reinforced the importance of helping and not making fun of others. In sum, these findings show that role models played a significant role in the participants' acquisition of values and life skills.

## **CHAPTER VI**

### **IMPLICATIONS AND CONCLUSIONS**

This chapter is divided into three sections. The first section discusses the implications for youth development programs and future research for each of the TMR linkages. The second section talks about methodological implications, and the third section includes an explanation of the research's final conclusion.

#### **Implications of the TMR Linkages**

The intent of this study was to develop an understanding of how the Project Effort experiences have guided former participants' lives. This phenomenon was investigated through the lens of the Triangle Model of Responsibility (Schlenker et al., 1994). The Triangle Model of Responsibility (TMR) consists of three linkages, and they were used to describe the extent that Project Effort has guided the lives of former participants. Prescription-identity was one of the linkages, and refers to the extent to which the individuals' values and life skills were aligned with the experiences provided by Project Effort. Prescription-event relates to the extent in which the individuals' perceptions of Project Effort experiences have guided their lives. Identity–event refers to how important TPSR values and life skills learned outside Project Effort have guided participants' lives. This section will discuss the implications of the findings of this study by the TMR linkages.

### **Prescription–Identity Link**

Based on Schlenker et al.'s (1994) explanation, the importance of this link is to see if the prescription is perceived to be important to the individual. The findings of this study related to this linkage showed that participants perceived all the TPSR values and life skills as something really important or kind of important to their lives. That is, the TPSR model had relevancy for them. The findings have implications for sustaining youth development programs. Having a relevant curriculum could explain why the participants continued to participate in Project Effort for a prolonged period of time. Sustained participation by its members translates into greater exposure to those experiences that reflect program goals—such as helping and leading others. Indeed, Hellison (2011) advocates for longer exposure to relevant content so that members are more to apply the values in their lives.

### **Prescription–Event Link**

The findings of this study related to the prescription-event linkage showed that there were some TPSR values and TPSR life skills learned in Project Effort that were useful to the participants. Schlenker et al. (1994) explained that for this link to be considered strong, the set of prescriptions have to be applied to an event and should govern conduct. Having a strong link is important because it indicates that Project Effort was influential. In this study, the TPSR value of **helping others**, along with the TPSR life skill of **being reflective** were the most beneficial and influential to the lives of the participants. These two concepts made the prescription-event link stronger.

It is important for youth development programs to understand the importance of the prescription-event link for two reasons. First, it allows people to see how influential the youth development programs are in the lives of the participants (Lerner, 2006). The ultimate goal of the TPSR model is for participants to apply the concepts (Hellison, 2011). This linkage went well with the model because the participants were able to apply the concepts taught in the program. The prescription-event link showed that participants learned the concepts of helping others and being reflective in Project Effort and that those concepts have guided the way that they live their lives. These findings are important because it shows that Project Effort is trying to develop competent individuals that have the knowledge and skills necessary to be effective in their environment and is preparing their members to contribute back to the community. These are two of the main principles underlying effective youth development programming (Roth & Brooks-Gunn, 2003). These findings also have implications for future studies. Continued research is needed to explore why certain values and skill were as salient. Studies on this topic could provide more valuable insights on things that TPSR programs could do to improve teaching these concepts.

The second reason why the prescription-event link is important is because it showed the areas where youth development programs can improve. In this study, Project Effort was not as influential in teaching the values of **respect** and **caring**. More research is needed to investigate how TPSR programs can be more effective in teaching certain values and life skills. Investigating this subject can lead to valuable information that TPSR programs can use to improve teaching these concepts.

Part of obtaining information about the TPSR values and life skills learned in Project Effort was to understand how the participants learned the values and life skills. The findings showed that Project Effort used different strategies such as empowerment, choices, direct teaching, and role modeling to teach values and life skills. These findings have implications for youth development curriculum developers. Youth development curriculum developers have to understand that the strategies mentioned above can reach students with variables need and dispositions. Such strategies address the individuality of the kids (Hellison, 2011). For example, in this study, three participants (i.e. Bob, Gino, and Elizabeth) learned the concept of leadership through an experiential approach (empowerment) while one (i.e. Duke) learned it by having the leader be more direct with her. Duke explained that her mentors talked to her about the importance of being a positive leader within a group. Youth development program planners and teachers must embrace different ways in which they can teach the same concept. By doing that, program planners are respecting one of the characteristics of youth development programming, which is to provide kids with different alternatives that take into consideration their development, context, and environment (Hamilton & Hamilton, 2004). Youth development programs that provide a multi-methods approach will be in a better position to reach and influence all type of children. On the other hand, youth development programs that do not provide a multi-method approach will find it difficult to impact some children because of the individuality and uniqueness of each member (Lerner, 2006).

The importance of staff training comes into play here. Given that most of the TPSR values and life skills were learned through a number of strategies/experiences it is important that staff members learn how to effectively use them. This will insure that the program goals and objectives are met. Also, the staff should be made aware of the influence that their behavior has on their members. A few of the participants (i.e. Duke, Tamika, Elizabeth) in this study mentioned that they were able to learn some of the values and life skills by observing. For example, Elizabeth mentioned that she learned to communicate by watching the different communication skills of the program director when talking to other people. This means that staff should be continually aware of their behavior (verbal and nonverbal) at all time. This could be insured by making staff reflect on their behaviors after each day that they work with kids. This would allow staff to be constantly thinking and reflecting on their own behaviors. Another way is to incorporate peer feedback during and after working with kids. This would permit having another individual that can see things from different perspectives and can give feedback on the behavior of the leader.

### **Identity–Event Link**

The identity-event link was modified to meet the purpose of this study. The original identity-event link proposed by Schlenker et al. (1994) did not give the flexibility to describe how other sources guided participants' lives. Therefore, it was modified to see how important TPSR values and life skills learned outside Project Effort have guided the lives of former participants'. The identity-event link was important to consider for two reasons. First, it allowed seeing the role that the environment played in the participants'

lives terms of learning, and applying values and life skills. The other reason is that it took into consideration external sources when conducting a program evaluation. This has been a big issue in program evaluation because the majority of evaluations in youth development have ignored the role that the environment plays in the lives of the individuals.

The finding of this study related to this linkage showed that there were some TPSR values and TPSR life skills learned outside Project Effort that were useful to the participants. The TPSR value of **respect** and **caring**, along with the TPSR life skills of **self-direction** were the most beneficial and influential to them. Most of the values and life skills were mainly learned within the family and school contexts. These findings support the development systems theories that claim that the development of an individual is alter by multiples factors (Lerner, 2006). These findings also have implications for youth development programs. Youth development programs should take into consideration external sources that support program efficacy and methods that work in teaching the concepts that the program strives to develop. These external sources teaching methods should be interfaced with the program content and context. This would help to fortify the efforts of program leaders in being more effective in teaching the goals of the program.

### **Implications for Methodology**

Three methodological implications regarding the present investigation deserves attention and is related to the interview protocol. It is important to point out that the order of the interview questions was very helpful in allowing the participants to concentrate in



the question that was being asked at the moment. However, there were instances that the participants struggled to articulate clear responses. This made it difficult finding quotes for this study. To avoid this in future research more effective prompting is needed. This could be done by adding more follow-up questions for some of the interview questions.

The second implication for methodology involves field observation. The present study did not include field observations because most of the data was retrospective. However, this could be improved by having field observations on a specific context. For example, if one of the participants is in college, then you can observe how he has applied the values and life skills in his college experience. It allows another source of data that would strength the findings of the study.

The final methodological implication emerging from this study is related to having a “key informant.” The key informant could serve as a source to determine if the participants have applied the values and life skills in their lives. Similar to the benefits of including field observations, having a key informant would provide another source of data that would strengthen confidence in the findings of the study.

### **Conclusions**

Within the limits of the current investigation and in terms of the five participants, the following conclusions are offered:

1. The TPSR values of **helping others** and **respect** were perceived by the participants as something really important to their lives.

2. Most of the TPSR life skills, with the exception of **being reflective** and **resolving conflict in peaceful way**, were perceived by the participants as something really important to their lives.
3. Most of the participants perceived that Project Effort was they were taught the TPSR values of **helping others** and **leadership**. In regard to TPSR life skills, the majority of the participants perceived that Project Effort was they were learned the TPSR life skills of **being reflective**, **teamwork**, and **goal setting**.
4. TPSR values and life skills that participants acquired in Project Effort were taught through three different approaches: (a) experiential, (b) observational, and (c) discourse.
5. Most participants perceived that the TPSR value of **helping others** and the TPSR life skill of **being reflective** acquired in Project Effort were the most useful to them.
6. Most of the participants perceived that other sources (e.g. family, school) taught them the TPSR values of **respect** and **caring**, and the TPSR life-skill of **self-direction**.
7. Most participants perceived that the TPSR values of **respect** and **caring**, and the TPSR life skill of **self-direction** that they acquired through other sources not related to Project Effort were the most useful in their lives.

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## APPENDIX A

### MODIFIED QUESTIONS (SESSION ONE)

#### Modified Questions (Session One)

- Original question: What values would you share with your friends?
- Modify questions: What TPSR values would you share with your friends?  
What TPSR life skills would you share with your friends?
- Original question: What values would you share with your family?
- Modify questions: What TPSR values would you share with your family?  
What TPSR life skills would you share with your family?
- Original question: What values would you share with your family?
- Modify questions: What TPSR values would you share with your family?  
What TPSR life skills would you share with your family?
- Original question: What values would you share \_\_\_\_\_ (related to participant trajectory)?
- Modify questions: What TPSR values would you share \_\_\_\_\_ (related to participant trajectory)?  
What TPSR life skills would you share \_\_\_\_\_ (related to participant trajectory)?

**APPENDIX B****MODIFIED QUESTIONS (SESSION TWO)****Modify Questions (Session Two)**

- Original question: Do you think that participating in Project Effort has influence the educational career that you have chosen? Why?
- Modify question: What characteristics have you acquired in Project Effort that has helped you in your college experiences?
- Original question: Do you think that participating in Project Effort has influence the way that you are with your family? Why?
- Modify question: What characteristics have you acquired in Project Effort that has helped you with your family experiences?
- Original question: Do you think that participating in Project Effort has influence the way that you are in your work? Why?
- Modify question: What characteristics have you acquired in Project Effort that has helped you with your work experiences?

## APPENDIX C

### INSTITUTIONAL REVIEW BOARD FOR THE PROTECTION OF HUMAN SUBJECTS



THE UNIVERSITY of NORTH CAROLINA  
**GREENSBORO**

**OFFICE OF RESEARCH COMPLIANCE**  
2718 Beverly Cooper Moore and Irene Mitchell Moore  
Humanities and Research Administration Bldg.  
PO Box 26170  
Greensboro, NC 27402-6170  
336.256.1482  
Web site: [www.uncg.edu/orc](http://www.uncg.edu/orc)  
Federalwide Assurance (FWA) #216

To: Thomas Martinek  
Dept of Kinesiology  
264 HHP Building

From: UNCG IRB

Authorized signature on behalf of IRB

Approval Date: 5/20/2011  
Expiration Date of Approval: 5/18/2012

RE: Notice of IRB Approval by Expedited Review (under 45 CFR 46.110)  
Submission Type: Initial  
Expedited Category: 7.Surveys/interviews/focus groups,6.Voice/image research recordings  
Study #: 11-0152

Study Title: Long Term Impact of a TPSR Program Called Project Effort

This submission has been approved by the IRB for the period indicated. It has been determined that the risk involved in this research is no more than minimal.

#### Study Description:

The purpose of this project is to investigate into what extent Project Effort, a program that exposes underserved kids to values and life skills, has influenced the life of former participants.

#### Investigator's Responsibilities

Federal regulations require that all research be reviewed at least annually. It is the Principal Investigator's responsibility to submit for renewal and obtain approval before the expiration date. You may not continue any research activity beyond the expiration date without IRB approval. Failure to receive approval for continuation before the expiration date will result in automatic termination of the approval for this study on the expiration date.

Signed letters, along with stamped copies of consent forms and other recruitment materials will be scanned to you in a separate email. These consent forms must be used unless the IRB has given you approval to waive this requirement.

You are required to obtain IRB approval for any changes to any aspect of this study before they can be implemented (use the modification application available at <http://www.uncg.edu/orc/irb.htm>). Should any adverse event or unanticipated problem involving risks to subjects or others occur it must be reported immediately to the IRB using the "Unanticipated Problem/Event" form at the same website.

CC: Anthony Melendez, Intercollegiate Athletics, Chris Farrior, (ORED), Non-IRB Review Contact, (ORC), Non-IRB Review Contact



## APPENDIX D

### CONSENT FORM

#### UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

#### CONSENT TO ACT AS A HUMAN PARTICIPANT

Project Title: Long Term Impact of Project Effort

Project Director: Anthony Meléndez

Participant's Name:

This is a research project. The purpose of this study is to investigate into what extent Project Effort has influence former participants' life. You have been selected to participate in this study because you are older than 18 years old and have participated in Project Effort for at least three years. If you decide to participate in this study you are going to meet with the researcher three times. During the first and second meeting you are going to participate in semi-structured interviews. Also, during the first interview you are going to fill a demographic questionnaire. The interviews are going to last one hour and are going to be audio recorded. The sites of the interviews are going to depend on your convenience. The last session is to conduct a member check and is going to last 2 hours. These three sessions are going to be completed within 30 days.

The Institutional Review Board at the University of North Carolina at Greensboro has determined that participation in this study poses minimal risk to participants. The risk of this study is some of the possible answers that you may have to the interview questions and the confidential nature of some of this information. If you have any concerns about your rights, how you are being treated or if you have questions, want more information or have suggestions, please contact Eric Allen in the Office of Research Compliance at UNCG at (336) 256-1482. If you have any questions, concerns or complaints about this project or benefits or risks associated with being in this study can be answered by Tom Martinek who may be contacted at (336) 334-3034. Also, you can contact Anthony Melendez at (787) 671-3706 for information related to this study. There are no personal benefits for participating in this study. However, your participation in this study may contribute for practitioners and program directors in the field of youth development to develop, modify, or implement future programs that are similar to Project Effort. There is no monetary compensation for participating in this study.

All information obtained in this study is strictly confidential unless disclosure is required by law. All information is going to be stored in a locked file cabinet. Your name is not going to be disclosed when data are disseminated. You have the right to refuse to participate or to withdraw at any time, without penalty. If you do withdraw, it will not affect you in any way. If you

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Valid 5/20/11 to 5/18/12

choose to withdraw, you may request that any of your data which has been collected be destroyed unless it is in a de-identifiable state. If significant new information relating to the study becomes available which may relate to your willingness to continue to participate, this information will be provided to you.

By signing this consent form you are agreeing that you have read it, or that it has been read to you and you fully understand the contents of this document and are openly willing to consent to take part in this study. All of your questions concerning this study have been answered. By signing this form, you are agreeing that you are 18 years of age or older and are agreeing to participate, or have the individual specified above as a participant participate, in this study described to you by Anthony Melendez.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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Approved Consent Form

Valid 5/20/11 to 5/15/12

**APPENDIX E**

**DEMOGRAPHIC QUESTIONNAIRE**

Demographic Questionnaire:

1. Name:
2. Age:
3. Gender:
4. Native Origin:
5. Period of time living in the United States:
6. Education History:
7. Parents/ guardians:
8. Siblings:
9. Who are the closest persons in your life? Why?
10. Number of people that live with you at home:
11. Marital Status:
12. Do you have children?
13. Job History:
14. Religion:
15. Are you currently enrolled in a higher education institution?

16. Hobbies (What do you like to do for fun?):

## APPENDIX F

### FIRST INTERVIEW SESSION

#### Interview Schedule (Session 1)

##### **Introduction**

As we talked about earlier, I'm going to be meeting with you over the next few months and I'll be asking you a lot of questions about your life after graduating from high school, Project Effort experiences, and who you are as a person. It is really important that you answer the question honestly. There are no right and wrong answers.

##### *Events*

1. How would you describe your life after completion of High School? (Event)
2. What have been the most significant events in your life after high school?  
(Events)
3. How would you describe your experiences in term of: (Events)
  - a. Workforce
  - b. Education
  - c. Family Roles
4. How would you describe your daily tasks in term of (Events):
  - a. Workforce
  - b. Education
  - c. Family roles
5. Describe the challenges that you have confronted after graduating from high school? (Events)
  - a. How do you deal with the challenges? (Identity – event)

##### *Identity – Prescription*

1. How would you describe yourself as a person?
2. Sorting Activity related to importance of life skills in participant life: Show the participants the cards related to the list of life skills already selected. Have the participant take one card at a time, read it loud, and classified it into one of the three categories: really important, kind of important, or not very important.  
(Identity-prescription)
  - a. Why did you classify that specific life skill under that category? (Identity –event)
  - b. Have you applied such characteristics in your life? (Identity – event)
  - c. If yes, in what ways have you applied it? (Into what extent) (Identity – event)

- d. What were the outcomes? (Identity – event)
  - e. Make sure that the participant elaborate on specific trajectory. (Identity – event)
3. Sorting Activity related to importance of values in participant life: Show the participants the cards related to the list of values already selected. Have the participant take one card at a time, read it loud, and classified it into one of the three categories: really important, kind of important, or not very important. (Identity)

Follow up questions:

- a. Why did you classify that specific value under that category? (Identity – event)
- b. Have you ever applied such value in your life? (Identity – event)
- c. If yes, in what ways have you applied it? (Into what extent) (Identity – event)
- d. What were the outcomes? (Identity – event)
- e. Make sure that the participant elaborate on specific trajectory. (Identity – event)

The following questions are related to the values and life skills that were presented in the card sort activities.

- 4. What TPSR values would you share with your friends? Why? (Identity)
  - a. In what ways have you applied them with your friends?
- 5. What TPSR life skills would you share with your friends? Why? (Identity)
  - a. In what ways have you applied them with your friends?
- 6. What TPSR values would you share with your family? Why? (Identity)
  - a. In what ways have you applied them with your family?
- 7. What TPSR life skills would you share with your family? Why? (Identity)
  - a. In what ways have you applied them with your family?
- 8. What TPSR values would you share \_\_\_\_\_ (related to participant trajectory)? Why? (Identity)
  - a. In what ways have you applied them?
- 9. What TPSR life skills would you share \_\_\_\_\_ (related to participant trajectory)? Why? (Identity)
  - a. In what ways have you applied them?

## APPENDIX G

### SECOND INTERVIEW SESSION

#### Interview Schedule (Session Two)

##### **Introduction**

Last time, we focus our conversation on your life after graduating from Project Effort and who you are as person. Today we are going to be focusing more on your Project Effort experience and how has impacted your life. Once again, it is really important that you answer the question honestly. There are no right and wrong answers.

##### *Descriptive Question for Narrative*

1. How old were you when you started in Project Effort?
2. How many years did you attend?
3. Why did you join the program?
4. How would you describe yourself before participating in Project Effort?
  - a. Make the participants elaborate on this question using follow up questions
5. How did you get involved with Project Effort?
  - a. Make the participants elaborate on this question using follow up questions
6. Why did you think that you got recommended to participate in Project Effort?

##### *Prescription – Event link and Identity – Event link*

Tell me more about your experience in Project Effort:

1. How would you describe Project Effort? (prescription)
2. Do you remember any of Project Effort's goals? (Prescription)
  - a. How would you describe the way that it was taught to you?
  - b. Have you ever applied the goals in your life? (into what extent)  
(Prescription – event)
  - c. If yes, in what ways have you applied them? (Prescription – event)
  - d. What were the outcomes? (prescription – event)
3. How has Project Effort helped you to be a better person? (prescription)
4. How has Project Effort influence your course of action? (prescription – event)
5. Do you think that participating in Project Effort has influence your educational career? Why?
6. What characteristics have you acquired in Project Effort that has helped you in your college experiences? (prescription-event)
  - a. How would you describe the way that it was taught to you?

7. Do you think that participating in Project Effort has influence the way that you are with your family? Why?
8. What characteristics have you acquired in Project Effort that has helped you with the experiences within your family? (prescription-event)
  - a. How would you describe the way that it was taught to you?
9. Do you think that participating in Project Effort has influence the way that you are in your work? Why?
10. What characteristics have you acquired in Project Effort that has helped you with your work experiences? (prescription-event)
  - a. How would you describe the way that it was taught to you?
11. Sorting Activity related to the acquisition of values: Show the participants the cards related to the list of values already selected. Have the participant take one card at a time, read it loud, and classified it into one of the three categories: acquired in Project Effort, acquired in another place, or not acquired at all. (Prescription-event link or Identity -event link depends on the participant answer)  
Follow up questions:
  - a. Where did you acquire that value? (Only if the participant classified the value under the acquired in another place” category)
  - b. How would you describe the way that the value was taught to you? (Prescription)
  - c. How do you use these values on a daily basis? (Into what extent) (Prescription – event)
  - d. What specific situations do you use these values? (Prescription –event)
  - e. Make sure that the participant elaborate on specific trajectory. (prescription – event)
12. Sorting Activity related to the acquisition of life skills: Show the participants the cards related to the list of life skills already selected. Have the participant take one card at a time, read it loud, and classified it into one of the three categories: acquired in Project Effort, acquired in another place, or not acquired at all. (Prescription-event link or Identity-event link depends on the participant answer)  
Follow up questions:
  - a. Where did you acquire that TPSR life skill? (Only if the participant classified the value under the acquired in another place” category)
  - b. How would describe the way that the life skill was taught to you? (Prescription)
  - c. How do you use these life skills on a daily basis? (Into what extent) (Prescription – event)
  - d. What specific situations do you use these life skills? (prescription –event)



- e. Make sure that the participant elaborate on specific trajectory (Prescription – event)

## APPENDIX H

### CATEGORIZATION OF ANALYTICAL UNITS USING THE TPSR LIFE SKILL OF EFFORT AS AN EXAMPLE

Priori Categories	Analytics Units
Prescription-Identity	<p><b>Importance of the TPSR Life Skill of Effort:</b>            Bob (really important) - Very important for him to give his best on everything he does.            Gino (really important) - Achieve new things in life by trying.            Elizabeth (really important) - People that not give effort are not going to go anywhere in life.            Duke (really important) – With effort you can accomplish goals.            Tamika (really important) - It takes effort and will to make things work.</p>
Prescription-Event	<p><b>How they learned the TPSR Life Skill of Effort:</b>            Gino (listening) - Program staff was always emphasizing this aspect.            Duke (listening) - Program staff was constantly telling them to try new things and also to give their best.            Tamika (listening) – Program staff emphasized the importance of trying new things, and that nothing would work without effort.</p> <p><b>Application:</b>            Gino (college experience) - When he is not doing well in a class he does not give up and keeps trying to succeed in the class.            Duke (college experience) - She passed a math course because of the effort she put into it.            Tamika (work experience) - It takes a lot of effort for her to work around 60 hours a week between her two jobs.</p>
Identity-Event	<p><b>Sources of where they learned the TPSR Life Skill of Effort:</b>            Bob – By himself.            Elizabeth – Through her parents.</p> <p><b>Application:</b>            Bob (work experience) – Giving effort to start and maintain his real estate business with little guidance.            Elizabeth (work experience) – She tries her best not to sit down during working hours.</p>